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ABSTRACT

The manual presents a set of career education goals and objectives to be used in developing Individualized Education Programs for severely handicapped and other special education populations in grades K through 12. The framework includes 7 content areas, 18 main goals, 80 main objectives, and 512 menu items. It is designed so that teachers, after identifying present level of performance in the content areas, can choose from a "menu" of items those objectives most critical to the student's career development and most appropriate for his/her current functioning level. The seven main areas are: (1) language/communication, (2) applied/functional academics, (3) motor/recreation, (4) social/emotional, (5) independent living/domestic, (6) career development, and (7) health. Objectives are keyed to curriculum resources and materials which are listed with addresses. Appendixes provide a tabular cross reference between the Career Special Education Framework and eight curricula. (DB)

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CAREER SPECIAL EDUCATION

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FRAMEWORK

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CAREER SPECIAL EDUCATION FRAMEWORK

A menu of career/transition goals and objectives for learning and severely handicapped students in elementary through secondary grades.

Sponsored by:

K-12 Career Education Consortium

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CAREER SPECIAL EDUCATION FRAMEWORK

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SELPA I:

Whisman School District K-8
Mountain View School District K-8
Mountain View-Los Altos Union High S.D. 9-12
Palo Alto Unified School District K-12
Los Altos School District K-8

SELPA II:

Sunnyvale School District K-8
Cupertino Union School District K-8
Fremont Union High School District 9-12
Montebello School District K-8

SELPA III:

Cambrian School District K-8
Campbell Union Elementary School District K-8
Campbell Union High School District 9-12
Lakeside Jt. Union School District K-8
Loma Prieta Jt. Union School District K-8
Los Gatos Jt. Union High School District 9-12
Los Gatos Elementary School District K-8
Luther Burbank School District K-8
Moreland School District K-8
Saratoga Union School District K-8
Union School District K-8

SELPA V:

Alum Rock Union School District K-8
Berryessa Union School District K-8
East Side Union High School District 9-12
Evergreen School District K-8
Franklin-McKinley School District K-8
Milpitas Unified School District K-12
Mt. Pleasant School District K-8
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Santa Clara County
Career Special Education Framework

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CAREER SPECIAL EDUCATION FRAMEWORK

I. Introduction

Career development is an important and necessary part of all students' development. It is particularly important for students in special education. Career development is the process by which children learn about the world of work as it relates to our society and about themselves and their role as workers. During the process of career development, they learn about the world of work and their interests, skills and abilities related to occupations. Eventually they choose careers, and develop a set of key skills that are transferrable across many occupations. These skills are the focus for entry into employment. In schools, this process is fostered through exposing the students to the four stages of career education; i.e., self and career awareness, career exploration, career preparation and placement/ transition.

California recognized the critical need for special education students to receive:

> "pre-vocational career education for pupils in kindergarten and grades 1 - 6, or... vocational education, career education, or work experience education or any combination therefore, in preparation for remunerative employment, including independent living skills training for pupils in grades 7-12". California Education Code 30 (56345,b, 1&2).

Santa Clara County has also recognized the need for providing special education students with career and vocational preparation through inclusion of career goals in individualized education plans (IEPs). To help special education teachers and others assist in writing IEPs, a Special Education Career Framework was developed in 1987 for use by all districts and schools in the county.

II. Goal of the Framework

In the spring of 1987, thirty districts joined together with the County K-12 Career Education Consortium to develop a set of career education goals and objectives for special education learning and severely handicapped populations, K through 12th grade, to be used in developing IEPs. The resulting goals and objectives reflect the career development needs of the students as well as the skills needed to function in occupations and adult life. The objectives were developed for use in a computerized IEP, as well as paper publication, format.

The framework includes seven content areas, 18 main goals, 80 main objectives and 512 menu items. It is designed so that teachers, after identifying present level of performance in the seven content areas, can choose from a large "menu" of items and objectives which might be appropriate for:

a) learning handicapped; i.e., special day class and resource specialist program students in elementary through high school.

b) severely handicapped; i.e., autistic, severely emotionally disturbed, mentally retarded students and multi handicapped in elementary through high school.

c) physically handicapped; i.e., visually impaired, orthopedically impaired, and other health impaired in elementary through high school.

d) communicatively handicapped; i.e., deaf, deaf-blind, hard of hearing, severe language handicapped, including aphasic and speech impaired in elementary through high school.

The 80 main objectives attempt to cover the range of skills needed by students with severe or learning handicaps to prepare for their future as workers and independent adults; skills from comprehending vocabulary and expressing needs to job acquisition and retention. The framework is not structured developmentally or sequentially but is designed functionally to include a wide range of skills within it.

It is structured so that teachers, having assessed their individual students, may choose from a "menu" of objectives those: a) most critical/necessary to the student's career development, and b) most

appropriate for his/her current functioning level. Teachers should use their knowledge about their students and their expertise to choose from the menus of items. Teachers can use the 512 menu items to write individualized career and vocational goals, adapting the items to their students, classroom level and situation as needed. Teachers should also use the objectives and menu items as samples, to stimulate their own awareness of appropriate career goals and objectives for students with special needs.

Special education is also addressing the transition from "school to work" needs of students. The framework addresses transition through the inclusion of a number of menu items. Some menu items address higher functioning exit or independent living/working skills; e.g., the student will identify and develop transferable skills and show how to apply these to other career situations/jobs. Other menu items are written for students who will need assistance in exiting from school to work; i.e., the student will apply for SSI benefits.

III. Process for Developing the Framework

During the spring of 1987, a group of teachers representing the 30 participating districts met for four months to develop the framework. This coordinating committee decided to use the eight areas of the County IEP form as the base for the framework; i.e., language, communication, academics, motor and perceptual development, social/emotional, self-help or independent living, career/vocational, and health.

The coordinating committee first reviewed two documents; Career Education for the 80's - Santa Clara County K-12 Career Education Framework and Related Classroom Activities, from C/VEG Publications, Santa Clara County Office of Education, and Career Guidance Outcomes from the Division of Vocational Education, California Department of Education. These documents provide the guidelines for career and vocational education for non-handicapped populations in the county and state. The committee cross-referenced the framework with these documents to insure that the framework followed the county and state career and vocational guidelines (see Appendices A & B).

The coordinating committee then reviewed existing local, state and nationally validated curricula to identify goals and objectives which were appropriate for special education populations and could be incorporated into the framework. The curricula they reviewed included:

* Slice of Life - Fremont Union School District
* Slice of Life Adaption - Contra Costa Special Education Service Region
* Project Worth - La Mesa - Spring Valley School District
* Employability Skills for the Special Needs Learner by Wircenski, Aspen Systems Corporation
* A Handbook of IEP Goals and Objectives - for use with Slice of Life, Fresno County Department of Education
* Life Centered Career Education - Brolin's 22 Competencies, Council for Exceptional Children
* Taxonomy of Behavioral Objectives for Habilitation of Mentally Handicapped Persons by Talarico, Portland Habilitation Center, Portland

The committee also reviewed the Competency Objective Performance Evaluation (COPE) curriculum and the four domains (vocational, domestic, recreational, and community) currently used with students with severe handicaps in the county schools. These curriculums were reviewed and cross referenced to the framework (see Appendices C through H). Many of the objectives in these curricula were appropriate, in whole or with adaptation, to the framework. Educators already using or wishing to use these curricula can easily identify which framework goals and objectives correspond to these curricula.

IV. Content and Use of the Framework

The framework is designed to provide IEP developers with examples of goals and objectives that can be used in IEPs for students with severe handicaps and/or learning handicaps at the elementary, junior high and/or secondary levels. Because the scope of the framework is broad, teachers of the learning handicapped may find some objectives

useful, while teachers of the severely handicapped may find these items not useful and other items more useful. The framework is made up of seven main areas:

1.0 language/communication
2.0 applied/ functional academics
3.0 motor/recreation
4.0 social/emotional
5.0 independent living/domestic
6.0 career development
7.0 health

Table 1 illustrates the main areas.

Under each of the seven main areas are the sub-areas. For example, under the main area of 5.0, independent living/domestic, there are two sub-areas - 5.1, functional skills, with four sub-areas; and 5.2, independent living skills, with 12 sub-areas. Each of these sub-areas includes a generic objective; for example, under sub-area 5.2.5., consumer skills, the generic objective is "the student will identify needs and make appropriate purchases" (see page ___).

The generic objectives may be appropriate for use with a particular student. However, because the framework is developed for use with a broad population, and because IEPs are designed to be individualized to each student, that generic objective may not be appropriate. After each generic objective, therefore, is a "menu" or list of alternate objectives, one or more of which may better fit a particular student's needs. For example, if one were writing an IEP using sub-objective 5.2.5., the following menu items might be selected:

a) for an elementary student, menu item "the student will carry personal I.D. and emergency money" might be appropriate;
b) for a severely handicapped junior high student, an IEP developer might choose "the student will be able to use vending machines";
c) for a learning handicapped secondary student, the menu item "the student will use newspaper and media for comparative shopping" might be an appropriately chosen objective;

d) for a moderately or severely handicapped student transitioning from school to adult life, an appropriate menu item might be "the student will seek assistance in consumer purchase/advocacy needs."

A teacher may wish to take one of these objectives and adapt or modify it even more for a particular student. For example, a teacher of the severely handicapped might task analyze or break a menu item down into more discrete steps.

Table 1. Career Education Framework

for Special Education Populations *

	SH	LH	Elem	Jr	Sec
1.0 Language/Communication					
1.1 Receptive language					
1.1.1 Comprehends Vocabulary	x	x	x	x	x
1.1.2 Follows Verbal Directions	x	x	x	x	x
1.2 Expressive language					
1.2.1 Uses Vocabulary	x	x	x	x	x
1.2.2 Expresses Needs	x	x	x	x	x
1.2.3 Communicates by Phone	x	x	x	x	x
2.0 Applied/Functional Academics					
2.1 Written language					
2.1.1 Written Form	x	x	x	x	x
2.1.2 Records Information	x	x	x	x	x
2.1.3 Completes Forms	x	x	x	x	x
2.1.4 Writes Letters	x	x	x	x	x
2.2 Reading					
2.2.1 Survival Reading	x	x	x	x	x
2.2.2 Pictures, Signs, Map Reading	x	x	x	x	x
2.2.3 Reads Letters	x	x	x	x	x
2.2.4 Reads Forms	x	x	x	x	x
2.2.5 Resource and Reference Material	x	x	x	x	x
2.3 Math					
2.3.1 Basic Math Operations	x	x	x	x	x
2.3.2 Use of Money	x	x	x	x	x
2.3.3 Consumer Math	x	x	x	x	x
2.3.4 Basic Money Management	x	x	x	x	x
2.3.5 Measurement		x	x	x	x
2.3.6 Maps, Graphs, and Tables		x	x	x	x
2.3.7 Time and Wage Computation	x	x	x	x	x

* SH = severely handicapped; LH = learning handicapped; Elem = Elementary; JR = Junior High; Sec = Secondary.

	SH	LH	Elem	JR	Sec
3.0 Motor/Recreation					
3.1 Motor Skills					
3.1.1 Body Awareness	x	x	x	x	x
3.1.2 Coordination	x	x	x	x	x
3.1.3 Range of Motion	x	x	x	x	x
3.1.4 Posture	x	x	x	x	x
3.1.5 Strength and Endurance	x	x	x	x	x
3.1.6 Speed and Agility	x	x	x	x	x
3.2 Recreation					
3.2.1 Leisure Awareness	x	x	x	x	x
3.2.2 Leisure Participation	x	x	x	x	x
4.0 Social/Emotional					
4.1 Relationship to Self					
4.1.1 Self-Concept	x	x	x	x	x
4.1.2 Self-Control	x	x	x	x	x
4.1.3 Self-Motivation	x	x	x	x	x
4.2 Relationship to Others					
4.2.1 Social Awareness	x	x	x	x	x
4.2.2 Cooperation	x	x	x	x	x
4.2.3 Interaction with Others	x	x	x	x	x
5.0 Independent Living/Domestic					
5.1 Functional Skills					
5.1.1 Self-Help	x	x	x	x	x
5.1.2 Toileting	x	x	x		
5.1.3 Dressing and Undressing	x	x	x	x	x
5.1.4 Grooming	x	x	x	x	x
5.2 Independent Living Skills					
5.2.1 Telephone Use	x	x	x	x	x
5.2.2 Home Maintenance	x	x	x	x	x
5.2.3 Selection and Care of Clothing	x	x	x	x	x
5.2.4 Meal Preparation	x	x	x	x	x
5.2.5 Consumer Skills	x	x		x	x
5.2.6 Home Management	x	x		x	x
5.2.7 Financial Assistance and Social Security	x	x	x	x	x
5.2.8 Insurance and Taxes		x	x	x	x
5.2.9 Government	x	x	x	x	x
5.2.10 Home Safety	x	x	x	x	x
5.2.11 Travel	x	x	x	x	x
5.2.12 Organizational Skills	x	x	x	x	x

	SH	LH	Elem	JR	Sec
6.0 Career Development					
6.1 Career Awareness					
6.1.1 Self Awareness	x	x	x	x	
6.1.2 Educational Awareness		x		x	x
6.1.3 Career/Vocational Awareness	x	x	x	x	x
6.2 Career Exploration					
6.2.1 Personal Exploration		x		x	x
6.2.2 Occupational Exploration		x		x	x
6.2.3 Career Planning and Decision Making		x			x
6.3 Career Preparation					
6.3.1 Work Habits/Attitudes	x	x	x	x	x
6.3.2 Employment Skills	x	x	x	x	x
6.3.3 Training	x	x			x
6.3.4 Work Experience	x	x			x
6.3.5 Education	x	x		x	x
6.3.6 Job Acquisition and Retention	x	x			x
6.3.7 Guidance and Counseling	x	x		x	x
6.3.8 Community Resources	x	x			x
7.0 Health					
7.1 Personal Health					
7.1.1 Dental Health	x	x	x	x	x
7.1.2 Wellness	x	x	x	x	x
7.1.3 Community Health Services	x	x		x	x
7.1.4 Nutrition	x	x	x	x	x
7.2 Family Life Education					
7.2.1 Family/Social Living	x	x	x	x	x
7.2.2 Sexual Understanding	x	x	x	x	x
7.2.3 Menstruation	x	x	x	x	x
7.2.4 Sex Functions	x	x	x	x	x
7.3 Safety					
7.3.1 Personal Safety	x	x	x	x	x
7.3.2 Emergency Procedures	x	x	x	x	x
7.4 Drug and Alcohol Education					
7.4.1 Alcohol	x	x	x	x	x
7.4.2 Smoking	x	x	x	x	x
7.4.3 Medication/Street Drugs	x	x	x	x	x

The framework has been designed for versatility and individualizing. The IEP developer using the framework should look at the students: (a) functioning and/or skill level, (b) age, (c) immediate and future needs related to functioning in life, and then chose the most appropriate objective from the menu, or develop a new objective and add it to the menu bank (the menus are not all inclusive). To help determine which objectives in the career education framework might be appropriate for particular special education populations, Table 1 has been developed to illustrate the areas and objectives which may contain objectives for severely handicapped (SH), learning handicapped (LH), elementary (Elem), junior high (Jr), and secondary (Sec) students. This table should be used as a <u>suggested</u> point of reference. An individual teacher may want to review the table and revise the x's to denote areas which have objectives most pertinent to his/her class and students.

The objectives do not include performance criteria, or given certain situations or equipment statements, since these should also be individualized for a particular student. Developers should, therefore, add these components to their selected objectives. For example, the menu item "the student will identify needs and make appropriate purchases" under 5.2.5 might be written to include the following criteria for two different students:

a. Given a newspaper ad of personal care products, the student will, with 100% accuracy, identify those he/she needs and make a list of those to purchase.

b. Given a picture chart of lunch items, the student will identify those he/she wants to purchase, go to the cafeteria at lunch on three consecutive days, and make appropriate purchases.

Teachers are encouraged to modify, add to, and expand upon the menus in the framework. The framework is not designed as a set of ready made, but possibly inflexible and therefore less usable, objectives. It is designed to allow flexibility, creativity, and most of all, individualization.

V. Goals and Objectives

1.0 Language/Communication Related to Career Education

1.1 Receptive Language

Goal: The student will respond to vocabulary appropriate to work and life related situations; i.e., in domestic, job and community situations (appropriate to his/her functioning level and mode of communication).

1.1.1 Comprehends Vocabulary

Objective: The student will indicate that he/she comprehends work and life related vocabulary.

Menu:

a. The student will respond to names of tools, materials, and objects in the environment.
b. The student will respond to work and community action words; e.g., faster, slower, stop, start.

1.1.2 Follows Directions

Objective: The student will follow directions/instructions in work and life related situations (appropriate to mode and level of communication).

Menu:

a. The student will follow single or multiple step directions.
b. The student will follow directions given individually or in groups.

1.2 Expressive Language

Goal: The student will express him/her self adequately in work and life related situations (appropriate to his/her functioning level and mode of communication).

1.2.1 Uses Vocabulary

Objective: The student will use work and life related vocabulary.

Menu:

a. The student will use correct terminology to identify objects, materials, and tools.
b. The student will use vocabulary which is socially correct to a situation.
c. The student will give directions in work and life situations.
d. The student will provide explanations in work and life situations.

1.0 Language/Communication Related to Career Education

1.2.2 Expresses Needs

Objective: The student will express needs in work and life related situations.

Menu:

a. The student will recognize and express needs.
b. The student will use socially appropriate communication to express needs; e.g., volume of voice, words, signs.
c. The student will identify the appropriate time and place to express needs.
d. The student will identify the appropriate person to whom needs should be addressed.
e. The student will request assistance when needed.

1.2.3 Communicates by Phone

Objective: The student will communicate information by phone.

Menu:

a. The student will complete personal calls to friends.
b. The student will complete a business call to inquire or complain about a product or service.
c. The student will complete a call on a pay phone.
d. The student will communicate with employers by phone.

2.0 Applied/Functional Academics

2.1 Written Language

Goal: The student will communicate in written language as needed for work and life related situations.

2.1.1 Uses Written Form

Objective: The student will communicate in written form using printing, cursive writing or typing as needed.

Menu:

a. The student will spell words related to work and life at the age, grade or appropriate developmental level and/or will seek help when needed.
b. The student will use correct grammar and punctuation to communicate clearly in written form.
c. The student will understand and use written communication.

2.1.2 Records Information

Objective: The student will record messages as needed.

Menu:

a. The student will record oral messages, if needed.
b. The student will record messages from phone conversations.
c. The student will record important information from written material; e.g., books, forms, newspapers.

2.1.3 Completes Forms

Objective: The student will complete forms or dictate information necessary to complete them.

Menu:

a. The student will write a personal information card.
b. The student will write a complete name, address, phone number and other personal information where requested on a form.
c. The student will complete an application for a library card.
d. The student will complete an application for a bicycle license.
e. The student will complete a standardized test form.
f. The student will convert and write numerical money ($18.20) to written form (eighteen dollars and twenty cents).
g. The student will compete a job application.
h. The student will complete check/checkbook forms.
i. The student will accurately fill out a time card.
j. The student will complete savings and checking account applications, deposit slips, and withdrawal slips.
k. The student will fill out a social security application.

2.1.4 Writes Letters

Objective: The student will write letters or dictate information for letters to others.

Menu:

a. The student will write his/her own name, address, zip code, and telephone number.
b. The student will write a simple thank-you letter, an invitation, or a personal letter.
c. When given necessary information, the student will properly address an envelope.
d. The student will write a simple business letter to request information, complain, or inquire about a product or service.
e. The student will identify the parts of a personal letter; e.g., date, greeting, body, and closing.
f. The student will identify the parts of a business letter; e.g., letterhead, date, address, greeting, body, and closing.
g. The student will identify the receiving and return address on an envelope, including zip code.

2.2 Reading

Goal: The student will read work and life related material appropriate to his/her functioning level and mode of communication.

2.2.1 Survival Reading

Objective: The student will read and comprehend survival, consumer, and job related vocabulary.

Menu:

a. The student will read days and months of the year.
b. The student will read numbers 1 to 10.
c. The student will read his/her own name, address, and phone number.
d. The student will read and comprehend written directions (on packages, for use of machines in the community, etc.).
e. The student will read and follow single and multiple step written directions.
f. The student will comprehend abbreviations necessary for daily living.
g. The student will locate and read information in a telephone book, newspaper, book, magazine.
h. The student will read and understand labels, warnings, advertisements.
i. The student will identify misleading statements from advertisements.

2.0 Applied/Functional Academics

2.2.2 Pictures, Signs, Map Reading

Objective: The student will read and understand pictures, printed signs, schedules, and maps.

Menu:

a. The student will read and respond appropriately to common signs; e.g., emergency exit, flammable, women, men.
b. The student will identify places and streets on a map.
c. The student will interpret and use information on a schedule; e.g., train, bus.
d. The student will interpret information on a map.
e. The student will follow maps, signs, and schedules to reach a predetermined destination.
f. The student will locate home, work, school, community center, etc. on a map.

2.2.3 Reads Letters

Objective: The student will read and understand a personal letter, a business letter, and an envelope.

Menu:

a. The student will answer questions about the content of a personal or business letter.
b. The student will demonstrate understanding of the main idea and contents of a handwritten personal letter.
c. The student will demonstrate understanding of the main idea and contents of a printed business letter.

2.2.4 Reads Forms

Objective: The student will read and understand a variety of forms.

Menu:

a. The student will read and perform tasks listed on picture work charts or contracts.
b. The student will read and perform tasks listed on written work charts or contracts.
c. The student will read and answer questions about completed library card applications, bicycle registration forms, book orders, etc.
d. The student will read and provide requested pertinent information (from driver related information) to answer questions similar to those found on a driver's license test.
e. The student will read and understand pertinent information from paychecks and W-4 forms.

2.0 Applied/Functional Academics

2.2.5 Resource and Reference Materials

Objective: The student will read and understand a variety of forms.

Menu:

a. The student will find the table of contents, glossary, and index in a given basal reading book.
b. The student will use the table of contents to find chapter titles, story titles, and page numbers.
c. The student will match an abbreviation to the word it represents (including days, months, directions, titles of respect, addresses, want ads).
d. The student will define words and understand other kinds of information presented in a dictionary.
e. The student will locate the name, address, and phone number of a given person/company/service in a telephone directory.
f. The student will locate information in the newspaper.

2.3. Math

Goal: The student will perform functional math and apply it to work and life situations.

2.3.1. Basic Math Operations

Objective: The student will perform basic math operations using real life objects or money.

Menu:

a. The student will count objects in sets from 1 to ____.
b. The student will identify numerals 0 to ____.
c. The student will count from 1 to ____.
d. The student will add and subtract with ____ concrete objects.
e. The student will add, subtract, multiply, and divide using whole numbers.
f. The student will solve practical word problems requiring multiplication and division, addition and subtraction.
g. The student will use a hand calculator to add, subtract, multiply, and divide.
h. The student will use basic math operations and/or request assistance in job and community situations.
i. The student will add, subtract, multiply, and divide using fractions and decimals.

2.0 Applied/Functional Academics

2.3.2 Use of Money

Objective: The student will use money appropriately.

Menu:

a. The student will identify coins, bills, and their value.
b. The student will combine coins and bills to $_____.
c. The student will count correct change to $_____.
d. The student will add, subtract, multiply, and divide currency and coin values.

2.3.3 Consumer Math

Objective: The student will solve consumer math problems.

Menu:

a. The student will find the price of several items when the price of one is given.
b. The student will determine the total expenditure for all items on a shopping list when the price of each item is known.
c. The student will find the total cost of an item if given the amount of each monthly payment and the number of payments needed to pay for the item.
d. The student will calculate the amount of change due after a given purchase.
e. The student will figure the amount of sales tax and know how sales tax affects the purchase.
f. The student will determine the appropriate tip for a service.
g. The student will find the unit price of an item(s).

2.3.4 Basic Money Management

Objective: The student will use basic money management skills.

Menu:

a. The student will use the dollar plus method.
b. The student will solve simple word problems related to money.
c. The student will identify and fill out parts of a check and savings account book.
d. The student will use independent check cashing skills in the community.
e. The student will use independent savings account skills in the community.
f. The student will recognize and understand credit cards and the wise use of purchasing with credit.

g. The student will develop a budget for typical household expenses (weekly, monthly, yearly).
h. The student will develop a budget for use of allowance money.
i. The student will determine the amount of money available for other expenses when the fixed monthly expenses and the amount of take-home pay are given.
j. The student will find the new balance for a checking account when the beginning balance and the transactions that have subsequently taken place are known.
k. The student will recognize and understand bank checking account statements.

2.3.5 Measurement

Objective: The student will identify and use the tools and units of measurement and solve work and life related problems involving them.

Menu:

a. The student will identify and use the tools of linear measurement; e.g., using a yardstick - inch, foot, yard; and/or using a meterstick - centimeter, decimeter, meter.
b. The student will identify and use a thermometer to gradients of ten degrees.
c. The student will identify and use the tools of liquid measure; e.g., teaspoon, tablespoon, cup, pint, quart, gallon.
d. The student will identify and use the tools of weight measure; e.g., using a scale-ounce, pound, ton and/or gram.
e. The student will tell linear, liquid, and weight measurement facts (Example: 4 quarts = 1 gallon).
f. The student will identify the use of different measurement instruments.
g. The student will choose the most reasonable unit for measuring a liquid.
h. The student will use a thermometer to identify temperatures to the nearest whole number.
i. The student will use tools and measure objects related to potential jobs and community needs.
j. The student will estimate length, volume, weight.

2.3.6 Maps, Graphs, and Tables

Objective: The student will use, read, and interpret numerical information presented in maps, simple graphs, charts, and tables.

Menu:

a. The student will use a map legend to identify features on a map (for example: city, river, highway, mountain, ocean, and direction; such as, north and south).

b. The student will tell the distance between two points on a map using the mileage legend.
c. The student will answer simple questions about graphs.
d. The student will identify the information given in a table.
e. The student will answer simple questions about tables.
f. The student will understand and extract pertinent information from a table.
g. The student will interpret data presented in a graph.
h. The student will interpret and/or use numerical information presented on a map.
i. The student will interpret information on maps, graphs, tables or charts, and dials related to potential jobs.

2.3.7 Time and Wage Computation

Objective: The student will calculate time and wage computations.

Menu:

a. The student will calculate the elapsed time between the beginning and ending times of an activity.
b. The student will find the amount of pay a worker should receive when the rate of pay per hour and the number of hours worked are given.
c. The student will determine the amount of take-home pay when the gross salary and itemized deductions are given.
d. The student will read a calendar.
e. The student will tell time to the hour and minute on a digital and analog clock.
f. The student will perform odd jobs and calculate money earned from an hourly or piece rate.
g. The student will understand the concept of time: a.m. versus p.m.; past, present, future; this, last, next week; seasons.
h. The student will estimate time needed to complete tasks and assignments.
i. The student will understand the purpose and the amount of typical deductions from a paycheck.

3.0 Motor/Recreation

3.1 Motor Skills

Goal: The student will demonstrate the motor skills needed for work and life activities.

3.1.1 Body Awareness

Objective: The student will move independently and appropriately from place to place in job and life related environments.

Menu:

a. The student will move from place to place without touching other people or things.
b. The student will show awareness of personal space; i.e., proximity to other people in a variety of situations.
c. The student will carry objects from one place to another.

3.1.2 Coordination

Objective: The student will coordinate eye-hand, gross, and fine motor movements.

Menu:

a. The student will reach, grasp, manipulate, and release objects.
b. The student will operate machines requiring eye-hand coordination.
c. The student will use manual tools; e.g., hammer, eggbeater, iron.

3.1.3 Range of Motion

Objective: The student will demonstrate range of motion with arms, legs, torso.

Menu:

a. The student will demonstrate range of motion in a game or sport.
b. The student will demonstrate range of motion in a work task.
c. The student will demonstrate range of motion in physical fitness activities.

3.0 Motor/Recreation

3.1.4 Posture

Objective: The student will demonstrate good sitting and standing posture.

Menu:

a. The student will demonstrate good posture in a job interview or at work.
b. The student will demonstrate good posture for extended periods of time while completing work tasks.

3.1.5 Strength and Endurance

Objective: The student will demonstrate strength and endurance in work and life activities.

Menu:

a. The student will lift _____ lbs.
b. The student will stay on task for extended periods of time; e.g., _____ minutes ____ hours.
c. The student will sustain physical activity for _____ amount of time, given his/her physical capacity (e.g., walking, exercising, traveling).

3.1.6 Speed and Agility

Objective: The student will perform motor tasks with practical, functional speed and agility.

Menu:

a. The student will cross the street with appropriate speed and agility.
b. The student will move with sufficient speed and agility to protect his/her self within the environment.
c. The student will complete work tasks accurately and in a timely fashion.

3.2 Recreation

Goal: The student will demonstrate an awareness of, and participate in, leisure activities.

3.2.1 Leisure

Objective: The student will demonstrate an awareness of leisure activities.

3.0 Motor/Recreation

Menu:

a. The student will identify and select appropriate leisure activities.
b. The student will demonstrate an awareness of leisure time activities.

3.2.2 Leisure Participation

Objective: The student will participate in leisure time activities.

Menu:

a. The student will use community resources for leisure activity; e.g., public library, parks and recreation, movies, visiting the zoo, swimming, bowling, playing pool, going to concerts, attending sports events, participating in sports, using community centers and libraries, window shopping, picnicking, bicycling, going for walks, going to church.
b. The student will play in individual and team activities.
c. The student will participate in one or more hobbies.
d. The student will play table and card games.
e. The student will invite others to participate in leisure activities.
f. The student will use a radio, television, record player, and cassette recorder.
g. The student will participate in free time activities in the classroom.

4.0 Social/Emotional

4.1 Relationship to Self

Goal: The student will develop a good self-concept, self-control, and self-motivation.

4.1.1 Self-Concept

Objective: The student will exhibit a positive and realistic self-concept.

Menu:

a. The student will develop the concept of "being myself".
b. The student will be self-reliant in a group setting.
c. The student will accept differences in others.
d. The student will select activities in which he/she can succeed.
e. The student will volunteer appropriately in a group.
f. The student will accept "second place".
g. The student will share ideas/skills readily.
h. The student will tell how others see him/her.
i. The student will learn to make appropriate assertive requests.
j. The student will accept responsibility for self.
k. The student will differentiate between negative and constructive criticism.
l. The student will accept and give criticism and praise appropriately.
m. The student will understand his/her disability and how to cope with it.

4.1.2 Self-Control

Objective: The student will control his/her own actions in a variety of situations.

Menu:

a. The student will refrain from exhibiting self-destructive behavior.
b. The student will refrain from exhibiting destructive behavior to others.
c. The student will refrain from destroying property.
d. The student will refrain from exhibiting self-stimulatory behavior.
e. The student will exhibit appropriate behavior in small-group activities.
f. The student will wait his/her turn in classroom/community activities.
g. The student will wait his/her turn in group games.

h. The student will control his/her action/talking in structured/unstructured situations with/without reminders/ prompts.
i. The student will demonstrate appropriate reactions to frustration, anger, happiness, sadness.
j. The student will initiate action to get what is desired.
k. The student will seek assistance in dangerous situations.
l. The student will react appropriately in a threatening situation.
m. The student will manage his/her negative feelings and emotions.
n. The student will remain in control of his/her behavior when alone.
o. The student will respect the rights and property of others.
p. The student will recognize authority and follow instructions.
q. The student will control self when changes in the environment occur (example: a field trip, substitute teacher).
r. The student will respond to aggression from other pupils without physical aggression.

4.1.3 Self-Motivation

Objective: The student will initiate actions to meet his/her own needs.

Menu:

a. The student will ask for and take appropriately desired objects.
b. The student will indicate the need to go to the bathroom, get a drink, and care for personal needs.
c. The student will select activities by gesturing or conversation.
d. The student will request assistance when needed.
e. The student will initiate requests for information on the job and in the community.
f. The student will indicate the need for work/check and/or of work by supervisor.
g. The student will remove his/her self from unpleasant situations.
h. The student will initiate work/leisure and other activities.

4.2 Relationship to Others

Goals: The student will develop awareness and skills needed to relate to others.

4.0 Social/Emotional

4.2.1 Social Awareness

Objective: The student will exhibit social awareness.

Menu:

a. The student will attend/react appropriately to others.
b. The student will quiet down when entering a building or a classroom.
c. The student will understand the impact of behavior on others.
d. The student will understand the subtleties of communication or ask for clarification.
e. The student will handle stressful situations appropriately.
f. The student will observe and imitate appropriate behavior of others in various social situations.

4.2.2 Cooperation

Objective: The student will cooperate with others.

Menu:

a. The student will share objects.
b. The student will wait his/her turn.
c. The student will follow the rules established for activities.
d. The student will cooperate with peer tutors and others.
e. The student will share the attention of staff members.
f. The student will initate cooperation and give directions when appropriate.
g. The student will cooperate with bosses, authority figures, and others in the community.
h. The student will help others.
i. The student will play and work cooperatively with others.
j. The student will offer assistance to peers/staff.

4.2.3 Interaction with Others

Objective: The student will interact with others.

Menu:

a. The student will express compliments, congratulations, applause, sympathy, and/or apologies appropriately.
b. The student will respond to compliments, congratulations, applause, sympathy and/or apologies appropriately.
c. The student will respond and listen to others (verbal or non-verbal).
d. The student will greet people.

4.0 Social/Emotional

e. The student will show a sense of humor.
f. The student will display affection correctly for his/her age group.
g. The student will make and maintain friendships with others.
h. The student will interpret non-verbal actions/and cues.
i. The student will establish appropriate male/female relationships.
j. The student will judge temperament, mood, and intent of others.
k. The student will show his/her knowledge of sexual/social information appropriate for his/her age/social group.
l. The student will borrow from others appropriately.
m. The student will initiate contact and/or interrupt others appropriately.
n. The student will recognize and meet the needs of a distressed person (example: comfort another).
o. The student will participate in dating and social activities appropriately.
p. The student will decline or agree/disagree to certain situations appropriately.

5.0 Independent Living/Domestic

5.1 Functional Skills

Goal: The student will demonstrate functional living skills.

5.1.1 Eating

Objective: The student will demonstrate appropriate eating skills and social behaviors related to eating.

Menu:

a. The student will select and use appropriate utensils/containers for eating and drinking independently or with assistance.
b. The student will eat appropriate foods in reasonable amounts.
c. The student will serve food when passed to him/her at the table.
d. The student will order and eat at a restaurant.
e. The student will demonstrate appropriate behavior while eating.

5.1.2 Toileting

Objective: The student will anticipate and care for toileting needs.

Menu:

a. The student will find or ask for the location of the bathroom or restroom, private or public, and use.
b. The student will go to the bathroom when necessary; independently or with assistance.
c. The student will adjust clothing upon entering and leaving the bathroom.
d. The student will distinguish between men's and women's restrooms.

5.1.3 Dressing and Undressing

Objective: The student will undress and dress self (independently or with assistance).

Menu:

a. The student will remove clothing.
b. The student will put clothing on correctly.
c. The student will undress self in appropriate settings.
d. The student will identify his/her own clothing.
e. The student will select appropriate clothing for different occasions, locations, and weather.

5.0 Independent Living/Domestic

5.1.4. Grooming and Personal Hygiene

Objective: The student will care for his/her own personal grooming and hygiene (independently or with assistance).

Menu:

a. The student will care for hair; e.g., wash, dry, brush it.
b. The student will brush his/her teeth and use dental hygiene.
c. The student will keep his/her body clean; e.g., hands, nails, face.
d. The student will shave/use cosmetics appropriately
e. The student will maintain a personal appearance appropriate for work and the community.

5.2 Independent Living Skills

Goal: The student will demonstrate independent living skills.

5.2.1 Telephone Use

Objective: The student will use the phone for social and other communication needs.

Menu:

a. The student will answer the phone appropriately.
b. The student will use operator assistance when needed.
c. The student will locate emergency numbers and place calls.
d. The student will complete long distance calls.
e. The student will use the telephone directory.
f. The student will complete personal calls.
g. The student will complete calls on a pay phone.
h. The student will complete business and/or work calls.

5.2.2 Home Maintenance

Objective: The student will do simple housework (independently or with assistance).

Menu:

a. The student will clean up the kitchen sink, counters, and dishes after eating.
b. The student will clean floors, furniture.
c. The student will clean the bathroom and fixtures.
d. The student will empty trash.
e. The student will make and change the bed.

f. The student will determine when to clean various household areas.
g. The student will clean kitchen appliances.
h. The student will change light bulbs
i. The student will adjust room temperature.

5.2.3 Selection and Care of Clothing

Objective: The student will select and take care of his/her own clothing (independently or with assistance).

Menu:

a. The student will hang or store clothing.
b. The student will identify and clean dirty clothes.
c. The student will iron clothes safely as needed.
d. The student will repair clothes.
e. The student will use the washer and dryer, dry cleaners, or do hand washing as appropriate.
f. The student will know and select appropriate clothing sizes.
g. The student will select appropriate clothing for work and other occasions; e.g., social, leisure, school.

5.2.4 Meal Preparation

Objective: The student will prepare meals (independently or with assistance).

Menu:

a. The student will prepare a snack or one menu item.
b. The student will follow a recipe (oral, picture, written).
c. The student will use kitchen appliances and tools.
d. The student will store leftover food appropriately.
e. The student will prepare a simple meal.
f. The student will prepare a daily/weekly menu.
g. The student will make a shopping list of foods to purchase.
h. The student will clean up before and after meals.
i. The student will learn and use food measuring techniques.
j. The student will work safely in the kitchen.
k. The student will set and clear the table.

5.2.5 Consumer Skills

Objective: The student will identify needs and make appropriate purchases.

Menu:

a. The student will carry a personal I.D. and emergency money.
b. The student will use the post office, stamp machines, and mail boxes.

c. The student will use vending machines.
d. The student will understand the parts of a bill and pay bills on time and/or keep accurate records.
e. The student will seek assistance in consumer purchase/ advocacy needs.
f. The student will determine needs for specific household items.
g. The student will use a store directory to locate items.
h. The student will use newspapers and media for comparative shopping.
i. The student will select and pay for purchases in a store.
j. The student will purchase appropriate items for his/her needs.
k. The student will demonstrate appropriate social behavior in stores.

5.2.6 Home Management

Objective: The student will select and maintain or participate in living in a home/apartment.

Menu:

a. The student will select adequate housing.
b. The student will turn on and pay utilities.
c. The student will determine the best living situation for him/herself.
d. The student will understand rental/lease agreements.
e. The student will know the rights and responsibilities of a tenant.
f. The student will know available housing assistance programs.
g. The student will participate appropriately in a group living situation.

5.2.7 Financial Assistance/Social Security

Objective: The student will demonstrate use of the Social Security system.

Menu:

a. The student will fill out a Social Security form
b. The student will recognize the amount of Social Security deducted from his/her check.
c. The student will identify sources of financial assistance, if needed.
d. The student will apply for SSI benefits, if appropriate.
e. The student will notify the Social Security system of changes in personal life.
f. The student will know his/her Social Security number and its use.

5.2.8 Insurance and Taxes

Objective: The student will understand the types and purpose of insurance and taxes.

Menu:

a. The student will understand the types and purpose of insurance; e.g., car, home, life, health, and disability.
b. The student will describe how to determine if and when insurance is needed.
c. The student will demonstrate the ability to seek consumer information and assistance.
d. The student will describe the types of taxes and how a citizen pays those taxes; e.g., income, sales, property.
e. The student will describe the types of tax forms, independently or with assistance (W-4, 1040A, etc.).
f. The student will describe where to seek tax assistance.

5.2.9 Government

Objective: The student will understand local, state and national government and his/her involvement in such.

Menu:

a. The student will describe what police and fire departments do and how to seek assistance.
b. The student will know and obey local laws.
c. The student will describe citizens' rights and responsibilities.
d. The student will register to vote and vote.
e. The student will register for Selective Service, if male.
f. The student will generally understand federal, state, and local governments.
g. The student will describe various community agencies (e.g., Association for Retarded Citizens, Department of Rehabilitation, Regional Centers, Employment Development Department) and their services.

5.2.10 Home Safety

Objective: The student will demonstrate home safety.

Menu:

a. The student will deal safely with strangers at the door and on the telephone.
b. The student will develop fire safety skills, including preventive measures, recognition of potential fire hazards, use of matches and candles, use of a fire extinguisher, testing of a fire alarm.

c. The student will develop safe use of electrical plugs and cords; including safe and correct plugging and unplugging of two- and three-prong plugs, use of extension cords, regard for safe placement of electrical cords.
d. The student will use security skills when home alone, before going to bed, and when leaving home; including securing doors and windows, turning off electrical appliances, etc.

5.2.11 Travel

Objective: The student will travel safely and appropriately within the community, independently or with assistance.

Menu:

a. The student will travel safely and efficiently around home, school, and work locations.
b. The student will travel on public transportation.
c. The student will travel on school provided transportation safely and efficiently.
d. The student will carry a transit system I.D.
e. The student will use maps to find locations.
f. The student will take driver education.
g. The student will know the dangers of accepting rides from strangers.
h. The student will demonstrate socially appropriate behavior during travel.
i. The student will recognize and respond appropriately to street signals (pedestrian and/or driving).

5.2.12 Organizational Skills

Objective: The student will exhibit personal organizational skills.

Menu:

a. The student will identify important personal and business papers and store them in the appropriate place.
b. The student will plan time to complete tasks and activities efficiently.

6.0 Career Development

6.1 Career Awareness

Goal: The student will develop an awareness of personal, educational, and career vocational aspects of self.

6.1.1 Self Awareness

Objective: The student will identify self as a family member, friend, and worker.

Menu:

a. The student will describe his/her role as a family member or friend.
b. The student will demonstrate an awareness of personal likes and dislikes.

6.1.2 Educational Awareness

Objective: The student will describe how education relates to careers.

Menu:

a. The student will indicate the relationship between school and various careers.
b. The student will indicate the level of academics needed to enter various careers.
c. The student will explore the need for additional education to reach career goals.
d. The student will know where to obtain further education for goals.

6.1.3 Career/Vocational Awareness

Objective: The student will describe different workers and reasons for working.

Menu:

a. The student will identify roles of people who work in the home, school, and community.
b. The student will explain how work adds to self-esteem and the ability to live.
c. The student will identify his/her reasons for working.
d. The student will work and complete a task for an agreed-upon reward.

6.0 Career Development

6.2. Career Exploration

Goal: The student will explore range of occupations and makes tentative career choices.

6.2.1 Personal Exploration

Objective: The student will identify personal attributes related to occupations.

Menu:

a. The student will complete an interest and aptitude (vocational) assessment.
b. The student will identify his/her career interests, aptitudes and values.
c. The student will identify his/her work environment preferrences (example: work site, place of residence, work conditions).
d. The student will match personal abilities with job descriptions (example: working with numbers to working in a market; using tools to do mechanical work).

6.2.2 Occupational Exploration

Objective: The student will investigate occupations or occupational clusters.

Menu:

a. The student will explore different occupations/jobs.
b. The student will identify types or clusters of occupations.
c. The student will select and study those occupations or occupational clusters which interest him/her (example: clusters in construction, health, business and office, transportation, personal service, marketing and distribution, communications and media, manufacturing, agricultural, and consumer-homemaker).
d. The student will know resources for occupational information.
e. The student will research selected occupations using career centers, media, and individuals to obtain information.
f. The student will identify characteristics of one or more jobs (example: ask name of occupation, description of work, education requirements, work traits, working conditions, identification of industries which have these workers, range of pay, and demand).
g. The student will complete simulations, job shadowing, and volunteer work to explore selected occupations.

h. The student will interview people in various occupations and jobs who visit the classroom, or at their place of work.
i. The student will make tentative occupational selections from exploration.

6.2.3 Career Planning and Decision Making

Objective: The student will develop tentative career plans.

Menu:

a. The student will compare his/her interests, aptitudes and values to tentative career choices.
b. The student will identify personal strengths and limitations related to tentative career choices.
c. The student will describe realistic personal preferences for employment (example: in California, in a city).
d. The student will develop a career plan which describes his/her 3-4 year plan to prepare for and enter selected career choices.
e. The student will complete career decision making and planning processes.

6.3 Career Preparation

Goal: The student will develop the skills, work habits, attitudes and experience to enter occupations.

6.3.1 Work Habits/Attitudes

Objective: The student will demonstrate appropriate work habits/attitudes in classroom, community, and work sites.

Menu:

a. The student will demonstrate good work habits and attitudes in the classroom.
b. The student will work at a satisfactory speed.
c. The student will follow directions (e.g., simple oral directions, simple picture directions) with assistance, independently.
d. The student will accept supervision/assistance.
e. The student will demonstrate acceptable attendance and punctuality.
f. The student will work well with others.
g. The student will produce quality work.
h. The student will demonstrate good safety habits.
i. The student will handle frustration or routine well.
j. The student will demonstrate willingness to improve.

k. The student will show responsibility for activities and self.
l. The student will be emotionally stable at work.
m. The student will adapt to change in schedules or working conditions.
n. The student will handle conflicts at school or on the job.
o. The student will request assistance when needed.
p. The student will be thorough and neat.
q. The student will show time management and organize work to meet goals.
r. The student will comply with rules/expectations.
s. The student will correct mistakes independently.

6.3.2 Employment Skills

Objective: The student will practice suitable employment skills.

Menu:

a. The student will identify suitable employment skills (punctuality, good grooming, reliability, task completion, participation in group activities, response to authority, concern for productivity, return of borrowed items, organization of tasks).
b. The student will be follow work rules.
c. The student will communicate needs and problems with his/her employer.
d. The student will demonstrate procedures to use when absent or late for work.
e. The student will participate in work related social activities.
f. The student will get along with other employees.
g. The student will keep his/her work area clean and neat.
h. The student will take the initiative to keep busy.
i. The student will use break and lunch time appropriately.
j. The student will identify and develop transferable skills and show how to apply these to other career situations/jobs.
k. The student will describe ways to advance in a job or transfer to another job.
l. The student will maintain employment for a specified amount of time.

6.3.3 Training

Objective: The student will identify/use training opportunities for career development.

Menu:

a. The student will identify job performance skills learned through experience (example: carpentry, repairing a toy, operating a sewing machine, cleaning a pool).
b. The student will identify training opportunities in the community (example: assist a baker, help a neighbor, help a babysitter).
c. The student will attempt new or associated tasks modeled by others in the performance of a job (example: maintain playground equipment, mend clothing, operate audio visual equipment).
d. The student will participate in informal and formal training activities in the community or classroom.
e. The student will know the different types of vocational training available.
f. The student will visit vocational training options; e.g., ROP/C, Work Experience, Work Ability, JTPA.
g. The student will enroll in and complete job training.
h. The student will identify and research locally available job opportunities and job training.

6.3.4 Work Experience

Objective: The student will participate in work experience education

Menu:

a. The student will participate in exploratory work experience (non paid) and sample work activities systematically under school supervision, and with school credit.
b. The student will participate in work experience through part-time paid employment with the school and/or community (General Work Experience).
c. The student will improve on-the-job performance through related training.
d. The student will participate in work experience through on-the-job related training as indicated by his/her occupational choice (Vocational Work Experience).

6.3.5 Education, Secondary/Post-Secondary

Objective: The student will identify and/or take course work specific to his/her career interests.

Menu:

a. The student will identify general education course work related to career selections (science related to agriculture, math related to business, etc.).
b. The student will participate in career-oriented course work (example: typing, wood shop, electronics, auto shop).
c. The student will identify post-school education and training needed to enter/advance in a career.

6.3.6 Job Acquisition and Retention

Objective: The student will seek, acquire, and retain a job.

Menu:

a. The student will apply for a social security card and work permit.
b. The student will describe his/her marketable skills.
c. The student will assess his/her readiness for a job by comparing his/her current skills to current manpower needs.
d. The student will use want ads and employment services to find a job.
e. The student will use informal networks to find jobs (e.g., friends, family).
f. The student will prepare a resume.
g. The student will request references and prepare a list of references.
h. The student will search, apply for, and interview for a job.
i. The student will plan for and use transportation to a potential job.
j. The student will understand company policies and rules.
k. The student will seek assistance in finding a job if unable to secure one independently.
l. The student will understand union rules, if needed.
m. The student will know how to resign or leave a job.

6.3.7 Guidance and Counseling

Objective: The student will participate in guidance and counseling services, as needed, to assist in selection of a career.

Menu:

a. The student will identify and participate in school guidance and counseling programs.

b. The student will explore occupations based on guidance and counseling experience.
c. The student will describe the consequences of an occupational choice on his/her life style.
d. The student will know, for future reference, guidance and counseling services available in the community.

6.3.8 Community Resources

Objective: The student will demonstrate knowledge of public and private community resources for job development, referral, and placement.

Menu:

a. The student will identify community resources (example: Goodwill, HOPE, Rehabilitation Services, Department of Vocational Rehabilitation, Employment Development Department, Community Colleges).
b. The student will visit the above resources, as appropriate.
c. The student will apply for Department of Rehabilitation, or Regional Center assistance, if appropriate.

7.0 Health

7.1 Personal Health

Goal: The student will demonstrate appropriate personal health practices.

7.1.1 Dental Health

Objective: The student will practice personal dental hygiene.

Menu:

a. The student will eat foods that promote oral health and avoid foods that are harmful to teeth.
b. The student will know the role of the dentist.
c. The student will demonstrate ability to brush, floss, and thoroughly clean teeth.
d. The student will report dental problems and/or refer self to a dentist.
e. The student will use mouth wash appropriately.

7.1.2 Wellness

Objective: The student will practice wellness through daily personal health habits.

Menu:

a. The student will know sources of physical and mental health care assistance.
b. The student will demonstrate basic self-care cleanliness (example: toileting, bathing, washing hair, nail care).
c. The student will demonstrate good personal care practice (example: sleeping, eating, exercising).
d. The student will demonstrate good daily care of sensory organs (example: eyes, nose, ears).
e. The student will use deodorant appropriately.

7.1.3 Community Health Services

Objective: The student will locate and use personal health facilities in the community (e.g., medical, dental, social services, mental health, specific disability agencies).

Menu:

a. The student will identify places where an individual may go for services and the functions of different agencies.
b. The student will select an appropriate agency based on personal need.
c. The student will describe concerns/symptoms to qualified personnel.

d. The student will demonstrate knowledge of how to evaluate self-need for service.
e. The student will demonstrate how to obtain services.
f. The student will maintain his/her own health care records.

7.1.4 Nutrition

Objective: The student will identify and/or prepare nutritious food.

Menu:

a. The student will identify food by meat, dairy, vegetable/fruit, bread groups (basic four food groups).
b. The student will plan a balanced, simple meal(s).
c. The student will list food properties necessary for a balanced diet (example: proteins, vitamins, minerals, carbohydrates).
d. The student will list foods that contain necessary food properties.
e. The student will list foods that are fattening and "weight control" foods.
f. The student will know available food resources/agencies.
g. The student will know good nutrition and the basic four food groups.
h. The student will plan, select, buy, and prepare foods for nutritious meals.

7.2. Family Life Education

Goal: The student will demonstrate an ability to perform family/social roles.

7.2.1 Family/Social Living

Objective: The student will take an active part in family/social living activities and responsibilities.

Menu:

a. The student will help in family work/jobs (example: yard work, car washing).
b. The student will function under the direction of family members, or independently, to carry out duties.
c. The student will participate in planning a family work/social schedule (example: volunteer to water yard in preparation for a weekend out of town).
d. The student will prepare for marriage, group living, or single living situations.
e. The student will, if he/she chooses, prepare for children, including physical and psychological care.
d. The student will participate spontaneously in a family holiday preparation (example: birthday party, bar-b-que, picnic).

7.2.2 Sexual Understanding

Objective: The student will demonstrate an understanding of male and female body functions.*

Menu:

a. The student will identify the differences between males and females.
b. The student will identify and correctly name the body parts that are only female.
c. The student will identify and correctly name the body parts that are only male.
d. The student will demonstrate an understanding of female body functions.
e. The student will demonstrate an understanding of male body functions.

* NOTE: To be taught only with Board-approved materials, and parent consent.

7.2.3 Menstruation (Females)

Objective: The student will practice self-care procedures during menstrual cycle.*

Menu:

a. The student will develop feminine hygiene skills and knowledge of menstruation.
b. The student will seek assistance, if needed, during menstrual cycle.

*NOTE: To be taught only with Board-approved materials, and parent consent.

7.2.4 Sex Functions

Objective: The student will demonstrate socially acceptable behavior concerning sex-related functions.*

Menu:

a. The student will name/point to "private" and "public" body parts.
b. The student will keep "private" body parts covered.
c. The student will respect privacy of others.
d. The student will control masturbation in public and know the appropriate time/place to masturbate.

* NOTE: To be taught only with Board-approved materials, and parent consent.

e. The student will communicate/demonstrate knowledge of when, where, and with whom to engage in sexual behavior (example: masturbation is practiced alone, during free time, and in a private place).
f. The student will communicate the possible physical consequences of sexual intercourse (example: pregnancy, disease).
g. The student will communicate a knowledge of birth control methods.
j. The student will communicate the legal consequences of unacceptable sexual behavior (example: sexual intercourse with a minor person).

7.3. Safety

Goal: The student will demonstrate personal safety and handle emergency situations.

7.3.1 Personal Safety

Objective: The student will protect him/her self from common dangers.

Menu:

a. The student will cross the street safely.
b. The student will recognize and handle poisons and non-edible products appropriately.
c. The student will demonstrate safe behavior in a variety of situations (hiking, swimming).
d. The student will use door locks appropriately.
e. The student will demonstrate safe behavior with a stranger at the door or on the phone.
f. The student will utilize fire and hot objects safely.
g. The student will exercise caution near dangerous heights (Example: steep stairways, windows, banisters, roofs).
h. The student will utilize hazardous tools appropriately.

7.3.2 Emergency Procedures

Objective: The student will demonstrate appropriate behavior during an emergency.

Menu:

a. The student will call for help when there is a fire, accident, earthquake, etc.
b. The student will act as directed during a fire, accident, earthquake, or drill.
c. The student will demonstrate an ability to call the appropriate authority in emergency situations.

7.0 Health

7.4 Drug and Alcohol Education

7.4.1 Alcohol

Objective: The student will a demonstrate a knowledge of alcohol, when and under what conditions its use is legal and safe.

Menu:

a. The student will identify alcoholic from non-alcoholic beverages.
b. The student will know when to refuse alcohol; e.g., under legal age, when driving, at school.
c. The student will demonstrate an understanding of the dangers of alcohol.
d. The student will demonstrate a knowledge of where to seek help in the event of a problem with alcohol.

7.4.2 Smoking

Objective: The student will demonstrate a knowledge of and the dangers of smoking.

Menu:

a. The student will know what tobacco is.
b. The student will understand what motivates people to smoke tobacco.
c. The student will know the medical dangers of using tobacco (smoking or chewing).
d. The student will know the possible behavioral consequences of smoking marijuana.
e. The student will know the legal consequences of marijuana use, growth, and sale.
f. The student will know where to seek help to stop smoking.
g. The student will know appropriate times/places to smoke tobacco.

7.4.3 Medications/Street Drugs

Objective: The student will identify common over-the-counter drugs, prescription drugs, illegal drugs, and the consequences of taking drugs.

Menu:

a. The student will distinguish between food, medicine, and questionable/unknown products.
b. The student will identify health products in a store (example: aspirin, vitamins, band-aids).

7.0 Health

c. The student will demonstrate a knowledge of the use of health products (example: a band-aid is put on a wound; aspirins are taken for a headache).
d. The student will not accept medicine except from an appropriate person (example: school authority, doctor/nurse, adult family member).
e. The student will not accept food or drink from strangers.
f. The student will identify over-the-counter drugs.
g. The student will demonstrate comparative shopping skills for health products (example: different brands of aspirin - Anacin, Bufferin, etc.).
h. The student will identify prescription medicines.
i. The student will identify common illegal "street" drugs.
j. The student will know the importance of "how much"/"how often" in taking medicine and who to ask for help.
k. The student will know the psychological and medical dangers of taking "street" drugs.
l. The student will know the legal consequences of taking/selling "street" drugs.
m. The student will know where to seek personal help for a drug problem.

VI. Curriculum Resources

Once you have selected objectives and developed an IEP, the following Curriculum Resources Section lists available publications that are appropriate for mildly and moderately learning handicapped students and correspond to the framework's objectives. These resources may help you in identifying student and teacher materials that help provide instruction in the selected objectives.

To use the Curriculum Resources Section:

a) Select the curriculum materials area in which you are interested; e.g., 5.2.10 Home Safety.

b) Locate the numbers which follow the area heading (5.2.10 Home Safety: 47-75-102, etc.). These correspond to curriculum materials listed by publisher in the bibliography.

c) Turn to the bibliography. The first curriculum resource that teaches home safety is #47, Life-Centered Career Education, published by the Council for Exceptional Children.

d) If you are familiar with this publication or have it already, obtain it and review it for the parts that are pertinent to home safety.

e) If you do not have this material or are not familiar with it, you may then write to the publisher for a catalog or examination copy of the resource material.

The large majority of the materials listed are student use materials for lower reading level students (2nd through 5th-6th grade) and inexpensive. Audio-visual materials are available for non-readers but are generally not listed here. Some of the listed publishers do have good audio-visual materials in their catalogs.

Unfortunately, there are few publications available for severely mentally retarded. Attainment Company, EBSCO, and Rehabilitation and Research Center are probably the only publishers listed here with products for this particular population.

CURRICULUM RESOURCES

1.0 Language/Communication

1.1 Receptive Language

1.1.1 Comprehends Vocabulary: 3-14-17-47-65-91-95-97-98-105-109-110-112-114-129-130-133-134-135-138-139-141-142-146-147-160-161-170-189-200-232-246-257

1.1.2 Follows Directions: 3-14-17-19-34-47-104-127-130-142-146-148-154-157-158-159-161-165-176-189-193-199-201-207-226-228-229-230-232-257

1.2 Expressive Language

1.2.1 Uses Vocabulary: 3-14-17-47-65-91-95-97-98-105-109-110-112-114-129-130-133-134-135-138-139-141-142-146-147-160-161-170-189-200-232-246-257

1.2.2 Expresses Needs: 5-6-11-12-25-31-34-44-45-47-73-86-132-139-148-151-152-153-212-217-220-226-227-235-241-244-245-247

1.2.3 Communicates by Phone: 1-14-17-18-25-47-58-64-83-90-95-130-133-134-142-146-147-148-185-189-199-200-202-204-227-228-256

2.0 Applied/Functional Academics

2.1. Written Language

2.1.1 Written Form: 1-14-18-40-47-95-118-142-146-147-170-189-194-207-231-236-246

2.1.2 Records Information: 1-4-14-25-47-64-76-83-101-133-148-176-189-204-214-227-228-257

2.1.3 Completes Forms: 1-4-27-38-47-67-81-92-95-110-12-130-142-143-149-160-173-179-190-199-207-229-231-232-239-246-249-247

2.1.4 Writes Letters: 1-14-18-40-95-118-142-146-147-170-189-194-207-231-236-246

2.2 Reading

2.2 Written Language

2.2.1 Survival Reading: 14-16-17-18-19-91-95-96-101-102-103-107-109-110-111-112-113-114-119-122-123-129-130-131-134-135-136-137-138-139-140-146-147-154-155-156-181-188-189-199-200-201-228-230-231-246

2.2.2 **Pictures, Signs, Map Reading:** 9-12-14-17-18-19-25-107-134-142-162-182-192-228-257

2.2.3 **Reads Letters:** 14-16-17-18-19-91-95-96-101-102-103-107-109-110-111-112-113-114-119-122-123-129-130-131-134-135-136-137-138-139-140-146-147-154-155-156-181-188-189-199-200-201-228-230-231-246

2.2.4 **Reads Forms:** 1-4-27-38-47-67-81-92-95-110-12-130-142-143-149-160-173-179-190-199-207-229-231-232-239-246-249-247

2.2.5 **Resource and Reference Materials:** 1-10-12-14-4-28-33-35-47-50-51-53-69-81-85-91-92-97-101-106-125-126-137-147-157-161-172-179-183-195-200-203-209-218-224-232-234-245-250

2.3 **Math**

2.3.1 **Basic Math Operations:** 4-8-16-18-19-21-23-25-41-47-55-57-60-70-89-94-100-102-103-105-108-113-116-117-120-123-129-136-142-149-163-166-171-174-177-184-192-196-197-205-206-208-215-216-225-227-233-255

2.3.2 **Use of Money:** 4-8-16-18-19-21-23-25-41-47-55-57-60-70-89-94-100-102-103-105-108-113-116-117-120-123-129-136-142-149-163-166-171-174-177-184-192-196-197-205-206-208-215-216-225-227-233-255

2.3.3 **Consumer Math:** 4-8-16-18-19-21-23-25-41-47-55-57-60-70-89-94-100-102-103-105-108-113-116-117-120-123-129-136-142-149-163-166-171-174-177-184-192-196-197-205-206-208-215-216-225-227-233-255

2.3.4 **Basic Money Management:** 4-8-16-18-19-21-23-25-41-47-55-57-60-70-89-94-100-102-103-105-108-113-116-117-120-123-129-136-142-149-163-166-171-174-177-184-192-196-197-205-206-208-215-216-225-227-233-255

2.3.5 **Measurement:** 3-14-47-148-63-66-72-99-105-127-142-193-215-216-255-257

2.3.6 **Maps, Graphs and Tables:** 14-17-18-19-107-137-156-162-182-192-228

2.3.7 **Time and Wage Computation:** 56-75-124-141-142-147-207-229-257

3.0 **Motor/Fitness**

3.1 **Motor Skills**

3.1.1 **Body Awareness:** 2-21-35-49-50-51-53-93-172-209-219-234-253

3.1.2 **Eye-Hand Coordination:** 2-21-35-49-50-51-53-93-172-209-219-234-253

3.1.3 **Range of Motion:** 2-21-35-49-50-51-53-93-172-209-219-234-253

3.1.4 **Posture:** 2-21-35-49-50-51-53-93-172-209-219-234-253

3.1.5 **Strength and Endurance:** 2-21-35-49-50-51-53-93-172-209-219-234-253

3.1.6 **Speed and Agility:** 2-21-35-49-50-51-53-93-172-209-219-234-253

3.2 **Recreation**

3.2.1 **Leisure Awareness:** 71-121

3.2.2 **Leisure Participation:** 71-121

4.0 **Social/Emotional**

4.1 **Relationship to Self**

4.1.1 **Self-Concept:** 1-4-5-6-7-13-15-21-25-29-31-34-42-44-45-47-96-101-132-139-148-151-152-153-211-212-217-220-222-223-226-227-235-241-244-245-257

4.1.2 **Self-Control:** 1-4-5-6-7-13-15-21-25-29-31-34-42-44-45-47-96-101-132-139-148-151-152-153-211-212-217-220-222-223-226-227-235-241-244-245-257

4.1.3 **Self Motivation:** 1-4-5-6-7-13-15-21-25-29-31-34-42-44-45-47-96-101-132-139-148-151-152-153-211-212-217-220-222-223-226-227-235-241-244-245-257

4.2 **Relationship to Others**

4.2.1 **Social Awareness:** 1-4-5-6-7-13-15-21-25-29-31-34-42-44-45-47-96-101-132-139-148-151-152-153-211-212-217-220-222-223-226-227-235-241-244-245-257

4.2.2 **Cooperation:** 1-4-5-6-7-13-15-21-25-29-31-34-42-44-45-47-96-101-132-139-148-151-152-153-211-212-217-220-222-223-226-227-235-241-244-245-257

4.2.3 **Interaction with Others:** 1-4-5-6-7-13-15-21-25-29-31-34-42-44-45-47-96-101-132-139-148-151-152-153-211-212-217-220-222-223-226-227-235-241-244-245-257

5.0 Independent Living/Domestic

5.1 Functional

5.1.1 **Eating:** 25-47-148-227

5.1.2 **Toileting:** 25-47-248-227

5.1.3 **Dressing and Undressing:** 25-47-148-227

5.1.4 **Grooming:** 25-47-148-227

5.2 Independent Living

5.2.1 **Telephone Use:** 25-47-148-227

5.2.2 **Home Maintenance:** 25-47-148-227

5.2.3 **Care of Clothing:** 25-47-148-227

5.2.4 **Meal Preparation:** 25-47-148-227

5.2.5 **Consumer Skills:** 8-9-10-54-55-70-82-101-102-103-107-108-111-113-116-117-123-136-137-148-161-167-171-174-177-187-193-196-199-225-227-233-243-245

5.2.6 **Home Management:** 9-47-102-10[illegible]108-113-115-117-123-148-177-196-227

5.2.7 **Financial Assistance/Social Security:** 4-17-18-110-128-130-137-138-142-143-149-189-233-246-257

5.2.8 **Insurance and Taxes:** 115-178

5.2.9 **Government:** 131

5.2.10 **Home Safety:** 47-74-102-103-111-113-148-227

5.2.11 **Travel:** 9-12-14-17-18-19-25-86-107-134-142-162-182-192-228-257

5.2.12 **Organizational Skills:**

6.0 Career Development

6.1 Career Awareness

6.1.1 **Self/Personal Awareness:** 1-4-5-6-7-13-15-21-25-29-31-34-42-44-45-47-96-101-132-139-148-151-152-153-211-212-217-220-222-223-226-227-235-241-244-245-257

6.1.2 **Educational Awareness:** 1-16-17-18-19-36-47-49-59-135-140-145-146-170-189-215-216-224-257

6.1.3 **Career/Vocational Awareness:** 14-12-14-20-21-33-36-46-50-51-52-53-69-77-85-97-98-101-125-126-145-172-218-224-231-234

6.2 Career Exploration

6.2.1 **Personal Exploration:** 1-4-5-6-7-13-15-21-25-29-31-34-42-44-45-47-96-101-132-139-148-151-152-153-211-212-217-220-222-223-226-227-235-241-244-245-257

6.2.2 **Occupational Exploration:** 4-12-14-20-21-33-36-46-50-51-52-53-69-77-85-97-98-101-125-126-145-172-218-224-231-234

6.2.3 **Career Planning and Decision Making:** 1-2-4-7-10-21-22-33-34-36-40-45-47-50-51-52-53-85-88-92-107-109-110-112-114-119-130-142-145-146-147-153-164-175-207-209-218-219-221-224-231-234-253-254

6.3 Career Preparation

6.3.1 **Work Habits/Attitudes:** 1-4-14-39-47-61-76-78-84-88-90-96-114-138-142-154-169-198-207-213-214-220-226-228-230-232-235-240-246-257

6.3.2 **Employment Skills:** 1-2-3-4-7-20-24-26-27-28-30-37-38-43-51-62-79-80-87-92-95-101-107-110-112-119-129-130-138-142-143-145-148-157-158-159-161-167-173-179-203-207-210-211-226-228-230-232-235-236-243-246-247-248-249-250-251-252-254-256

6.3.3 **Training:** 2-3-10-14-46-52-58-59-77-135-137-140-143-219-229-231

6.3.4 **Work Experience:** 1-4-14-39-47-61-76-78-84-88-90-96-114-138-142-154-169-198-207-213-214-220-226-228-230-232-235-240-246-257

6.3.5 **Education:** 1-16-17-18-19-36-47-49-59-135-140-145-146-170-189-215-216-224-257

6.3.6 **Job Acquisition and Retention:** 1-2-3-4-7-20-24-26-27-28-30-37-38-43-51-62-79-80-87-92-95-101-107-110-112-119-129-130-138-142-143-145-148-157-158-159-161-167-173-179-203-207-210-211-226-228-230-232-235-236-243-246-247-248-249-250-251-252-254-256

6.3.7 **Guidance and Counseling:** 14-15-45-47-51-73-84-132-139-142-143-148-151-152-153-207-211-218-235-241-257-

6.3.8 **Community Resources:** 82-107-134-137-142-161-180-183-195-243-257

7.0 Health

7.1 Personal Health

7.1.1 **Dental Health:** 24-25-103-111-142-227

7.1.2 **Wellness:** 24-25-103-111-142-227

7.1.3 **Community Health Services:** 82-107-134-137-142-161-180-183-195-243-257

7.1.4 **Nutrition:** 24-25-103-111-142-227

7.2 Family Life Education

7.2.1 **Family/Social Living:** 5-6-11-15-25-29-34-42-44-45-47-73-86-96-106-107-113-123-132-142-148-151-152-153-212-217-220-222-226-227-235-244-247

7.2.2 **Sexual Understanding:** 257-258-259-261-262-263-266-267

7.2.3 **Menstruation:** 259

7.2.4 **Sex Functions:** 258-259-260-261-262-263

7.3 Safety

7.3.1 **Personal Safety:** 74-111

7.3.2 **Emergency Procedures:** 111

7.4 Drug and Alcohol Education

7.4.1 **Alcohol:** 264-271

7.4.2 **Smoking:** 265-272

7.4.3 **Medication/Street Drugs:** 268-269-270

VII. CURRICULUM PUBLISHERS AND MATERIALS

ACADEMIC THERAPY PUBLICATIONS
28 Commercial Blvd.
Novato, CA 94947
(415) 883-3314

(1) Vocational Entry Skills for Secondary Students, W. Washburn
(2) Vocational Skills Checklist, W. Washburn

ALLEN COMPANY
4200 Arbutus Ct.
Hayward, CA 94542

(3) Campus Work Experience, E. Carson
(4) Teen-agers Prepare for Work, E. Carson

ARGUS COMMUNICATIONS
7440 Natchez Ave.
Niles, Il 60648

(5) Meeting Yourself Halfway, S. Simon
(6) I'm Lovable and Capable, S. Simon
(7) If You Don't Know Where You Are Going, You Will Probably End Up Someplace Else

ATTAINMENT COMPANY
P.O. Box 103
Oregon, WI 53575

(8) Shopping Cards
(9) Stepping Out (Transportation and Shopping)
(10) Work Skill Development

BENNETT & McKNIGHT
Division of Glencoe Publishing Co.
809 W. Detweiller Dr.
Peoria, Il 61615

(11) Personal Skills
(12) Career Choice
(13) Communication Skills
(14) Entering the World of Work

BERKELEY PUBLISHING CORPORATION
200 Madison Ave.
New York, NY 10016

(15) Games Student Play, A. Chapman

CAMBRIDGE BOOK COMPANY
488 Madison Ave.
New York, NY 10022

(16) Reading Achievement, E. Reiter
(17) Reading Competence, S. Royce
(18) Reading Improvement, B. Burke
(19) Reading Performance, Cooper & Reiter

CAREER AIDS
20417 Nordoff St., Dept. GH34
Chatsworth, CA 91311
(818) 341-8200

(20) Career Information
(21) Career Selection
(22) Decision Making
(23) Handling Money
(24) Health Awareness
(25) Independent Living
(26) Interview
(27) Job Application
(28) Job Hunting Skills
(29) Relationships
(30) Resume
(31) Self-Awareness
(32) Time Management

CAREER ASSOCIATES
P.O. Box 2316
Newport Beach, CA 92663

(33) Career Selection Workbook, Harris
(34) "Me" and How I Feel About Things, Harris & Hooker

CFKR CAREER MATERIALS, INC.
P.O. Box 437
Meadow Vista, CA 95722
(916) 878-0118/ 1 (800) 553-3313 (Outside of California)

(35) Job-O, Cutler & Ferry

CONOVER COMPANY, LTD.
P.O. Box 155
Omro, WI 54963
(414) 685-5707

(36) Career Planning System
(37) Interviewing
(38) Job Applications
(39) Job Attitudes
(40) Job Search
(41) Math

(42) Relationships
(43) Resumes
(44) Self Awareness
(45) Values Clarification
(46) Work Samples

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Dr.
Reston, VA 22091-1589
(703) 620-3660

(47) Life-Centered Career Education

CREATIVE PUBLICATIONS
P.O. Box 10328
Palo Alto, CA 94303

(48) Metric Ease

CURRICULUM ASSOCIATES
5 Esquire Rd.
No. Billerica, MA 01862-2589
(800) 225-0248

(49) Brigance Diagnostic Inventories

CURRICULUM PUBLICATIONS CLEARINGHOUSE
Western Illinois University
Horrabin Hall 46
Macomb, Il 61455
(309) 298-1917

(50) Career Clusters
(51) Career Guidance Materials
(52) Interest Inventories

CURRICULUM SOFTWARE GROUP, INC.
4450 Thompson Creek Rd.
P.O. Box 189
Selma, OR 97538

(53) ACE - Audible Career Explorer
(54) Consumer Buying
(55) Consumer Math
(56) Wages, Salary and Paycheck

DORMAC, INC.
P.O. Box 1699
Beaverton, OR 97075-1699

(57) Simple Time and Money Management

EBSCO CURRICULUM MATERIALS
P.O. Box 11542
Birmingham, AL 35202

(58) Teletrainer
(59) Pre-vocational Training Center
(60) Money Handling Program
(61) Work Behavior Posters
(62) Employment Interview Activity Pack
(63) Measuring Skills
(64) Telephone Skills
(65) Survival Vocabulary
(66) Survival Math
(67) Forms and You
(68) Following Directions

EDMARK
P.O. Box 3903
Bellevue, WA 98009-3903

(69) Career Awareness
(70) Consumer Math
(71) Leisure & Recreation
(72) Measuring Skills
(73) Personal Development
(74) Safety Posters
(75) Time Cards and Paychecks
(76) Work Behaviors
(77) Work Samples

EDUCATION ASSOCIATES
P.O. Box Y
Frankfort, KY 40602

(78) Employer-Employee Expectations
(79) Interviewing
(80) Job Applications
(81) Job Seeking
(82) Newspaper Want Ads
(83) Using the Telephone
(84) Working Relationships

EDUCATION DESIGN
47 West 13th St.
New York, NY 10011

(85) Career Exploration
(86) Communication
(87) Interviewing
(88) Job Attitudes
(89) Math
(90) Me and Jobs, Hooker and Fleming
(91) Reading and Language

EMPLOYMENT DEVELOPMENT DEPARTMENT

(92) (Need to check your local state government agency)

EXCEPTIONAL EDUCATION
P.O. Box 15308
Seattle, WA 98115

(93) Vocational Assessment

FEARON-PITMAN PUBLISHERS
6 Davis Dr.
Belmont, CA 94002
(415) 592-7810

(94) Cash Box
(95) Getting A Job, F. Randall
(96) Going Places with Your Personality, Kahn, Tong, and Jew
(97) Job Box
(98) Job Sheets
(99) Measure Up, Kahn, Harring, and Tong
(100) Money Makes Sense, Kahn and Hanna
(101) Pacemaker Vocational Readers, Glassner and Thypin
(102) Planning Your Own Apartment, V. Belina
(103) Plans for Living, Hudson and Weaver
(104) Time and Telling Time, B. Wiley
(105) Using Dollars and Sense, Kahn and Hanna
(106) Working Makes Sense, Kahn and Hanna
(107) You and Your World, W. Bolinger

FOLLET PUBLISHING COMPANY
1010 W. Washington Blvd.
Chicago, IL 60607
(312) 666-5858

(108) Budgeting, Bohlman and Bohlman
(109) Changing a Job, R. Turner
(110) Finding Work, D. T. Fisher
(111) Getting Medical Assistance, McVey
(112) Getting That Job, B. Dare and E. Wolfe
(113) Head of Household, C. House
(114) Holding a Job, R. Turner
(115) Insuring Your Life, Income and Property, Bohlman and Bohlman
(116) Investing our Savings, Bohlman and Bohlman
(117) Knowing How to Budget, Bohlman and Bohlman
(118) Letters You Write, R. Turner
(119) Looking for a Job, R. Turner
(120) Money You Spend, R. Turner
(121) Movies You See, R. Turner
(122) Newspapers You Read, R. Turner
(123) On Your Own, C. House

(124) Paycheck, C. House
(125) Retail Sales Clerk, C. House
(126) Service Station Attendant, C. House
(127) Snip, Clip, Stitch, T. Hartley
(128) Social Insurance, Bohlman and Bohlman
(129) Starting a Job, R. Turner
(130) The Jobs You Get, T. Turner
(131) The Law for You, Bohlman and Bohlman
(132) The Person You are, R. Turner
(133) The Phone Calls You Make, R. Turner
(134) The Town You Live In, R. Turner
(135) Training for a Job, R. Turner
(136) Understanding Consumer Credit, Bohlman and Bohlman
(137) Using Community Resources, McVey
(138) Wanting a Job, R. Turner
(139) You and They, Dare and Wolfe
(140) You and Your Occupation, Dare and Wolfe
(141) You and Your Pay, Dare and Wolfe

FREMONT UNION HIGH SCHOOL DISTRICT
589 W. Fremont Ave.
Sunnyvale, CA 94087
(408) 735-6180

(142) Slice of Life

F. R. PUBLICATIONS
705 Superior St.
Merrill, WI 54452

(143) Preparing for the World of Work, F.C. Roskos

GLOBE BOOK CO., INC.
175 Fifth Ave.
New York, NY 10010

(144) Newspaper Workshop, H. Decker
(145) Pathways to Careers, Karlin and Margules
(146) Vocational English Book I, Jochen and Shapiro
(147) Vocational English Book II, Jochen and Shapiro

GOOD LIFE SERIES (HUBBARD)
P.O. Box 104
Northbrook, Il 60062

(148) Survival Skills for Sepcial Development Needs (10 video tapes)

IDEAL SCHOOL SUPPLY
1100 S. Lavergne Ave.
ak Lawn, Il 60453

(149) How Do I Fill Out a Form?

INTERNAL REVENUE SERVICE

(150) (Check your local IRS office for forms and information)

JALMAR PRESS/B.L. WINCH & ASSOCIATES
45 Hitching Post Dr., Bldg. 25
Rolling Hills Estates, CA 90274-4297

(151) TA for Kids, A. Freed
(152) TA for Teens, A. Freed
(153) SAGE: Self Awareness Growth Experiences (Project Self-Esteem)

JANUA BOOK PUBLISHERS
3541 Investment Blvd., Suite 5M
Hayward, CA 94545
(415) 785-9625

(154) Don't Get Fired, D. Anema
(155) Finding a Good Used Car, Fletcher and Kelly
(156) Getting Around Cities and Towns, W. Roderman
(157) Janua Job Planner, Jew and Tong
(158) Job Interview Guide, A. Livingston
(159) Job Interview Kit, Jew and Tong
(160) My Job Application File, Kahan, Tong and Jew
(161) Using the Want Ads, Jew and Tandy
(162) Reading Schedules, Roderman

MCE, INC.
157 S. Kalamazoo Mall, Suite 150
Kalamazoo, MI 49007
(800) 421-4157

(163) Basic Math
(164) Decision Making
(165) Following Directions
(166) Money Management
(167) Newspaper Ads
(168) Time Management
(169) Work Habits

MEDIA MATERIALS
409 W. Cold Spring
Baltimore, MD 21210
(301) 235-1700

(170) Basic English
(171) Banking
(172) Career Awareness
(173) Completing a Job Application
(174) Consumer Math
(175) Decision Making

(176) Following Directions
(177) Food Purchasing
(178) Insurance
(179) Job Hunting Skills
(180) Newspaper
(181) Reading Signs
(182) Reading Tables and Graphs
(183) Reference Skills
(184) Spending Money Wisely
(185) Telephone Directory
(186) Travel Skills
(187) Understanding Labels

NEW READERS PRESS
Division of Laubach Literary International
Box 131
Syracuse, NY 13210

(188) Caution: Fine Print Ahead, P. Waelder
(189) Everyday Reading and Writing, Laubach, Kirch and Laubach
(190) Filling Out Forms
(191) Insuring Yourself
(192) It's On the Map, P. Waelder
(193) Label Talk, C. Greatsinger
(194) Letters and Announcements, C. Cook
(195) Let's Look it Up, P. Waelder
(196) Making A Budget
(197) Managing Your Money
(198) Out of Work, S. Ludwig
(199) Read the Instructions First, C. Greatsinger
(200) Reading for Living Series, Laubach, Kirk and Laubach
(201) Telephone and Telegraph, C. Cook
(202) Use of Dictionary of Occupational Titles, Phillips and Edmond
(203) Using the Telephone, C. Cook
(204) Using a Checking Account
(205) Using Credit
(206) World of Work, Koschnick and Ludwig

OCCUPATIONAL AWARENESS
P.O. Box 948
Los Alamitos, CA 90720-0948

(207) Basic Math
(208) Career Search
(209) Interviewing
(210) Job Readiness
(211) Self-Concept
(212) Work Attitudes
(213) Work Behaviors

OXFORD BOOK CO., INC.
11 Park Place
New York, NY 10007
(212) 349-2300

(214) Mathematics for Today (Blue Level), Williams, Katz and Klagholz
(215) Mathematics for Today (Red Level), Williams, Katz and Klagholz

PLEASANTVILLE MEDIA
P.O. Box 415
Pleasantville, NY 10570-0415

(216) Self Awareness
(217) Careers and Values
(218) Jobs for the 90's
(219) Coping Skills
(220) Decision Making
(221) Communication

PRENTICE HALL, INC.
Englewood Cliffs, NJ 07632
(201) 592-2000

(222) 100 Ways to Enhance Self-Concept in the Classroom, Canfield and Wells

QUERCUS CORPORATION
P.O. Box 20158
Castro Valley, CA 94546

(223) Career Education
(224) Consumer Math
(225) Survival Skills

REHABILITATION AND RESEARCH CENTER
University of Oregon
Eugene, OR

(226) Independent Living Skills Curriculum

RICHARDS PUBLISHING CO.
P.O. Box 66
Phoenix, NY 13135

(227) Survival Skills in Reading, Money, Time, Measurement, Map-Reading, Job Getting and Keeping Skills

SCHOLASTIC BOOK SERVICES
50 W. 44th St.
New York, NY 10036
(212) 867-7700

(228) Audio-Visual Kit
(229) Getting and Keeping a Job, Koschnick and Ludwig
(230) Jobs in Your Future, M. Lee
(231) The Jobs Books: How to Keep a Job, J. Shapiro

SIMON AND SCHUSTER, INC.
630 Fifth Ave.
New York, NY 10021
(212) 245-6400

(232) Consumer and Business Mathematics, R. Meyer

SOCIETY FOR VISUAL EDUCATION, INC.
1345 Diversey Parkway, Dept. LG
Chicago, IL 60614-1299
(800) 621-1900

(233) Careers
(234) Coping Skills
(235) Getting A Job

SOUTHWESTERN PUBLISHING COMPANY
5101 Madison Rd.
Cincinnati, OH 45227

(236) Filing Business Names, Duchan and Schultheis
(237) Filing Personal Names, Duchan and Schultheis
(238) How to Find and Apply for A Job, Kushner and Kelly
(239) Human Relations in Business, Eggland and Williams
(240) Personality Development for Business
(241) Special Filing Problems, Duchan and Schultheis
(242) Using Community Resources, Kushner and Kelly

SPECTRUM PUBLICATIONS, INC.
(Refer to Prentice Hall, Inc.)

(243) Glad To Be Me, D. Elkins

STANFIELD HOUSE
P.O. Box 3208
Santa Monica, CA 90403

(244) Materials for Mildly Retarded

STECK-VAUGHN CO.
P.O. Box 2028
Austin, TX 78767

(245) How to Get a Job and Keep it, D. Gobb

SUNBURST
39 Washington Ave.
Pleasantvile, NY 10570-2898
(914) 969-5030/(800) 431-1934

(246) Communication
(247) Interviewing
(248) Job Applications
(249) Hunting
(250) Job Readiness
(251) Resumes

U.S. DEPARTMENT OF DEFENSE
Superintendent of Document
U.S. Government Printing Office
Washington, DC 20402

(252) Armed Services Vocational Aptitude Battery

U.S. DEPARTMENT OF LABOR MANPOWER ADMINISTRATION
Superintendent of Documents
U.S. Government Print Office
Washington, DC 20402

(253) Guide to Local Occupational Information

WESTON WALCH, PUBLISHER
P.O. Box 658
Portland, ME 04104

(254) 80 Activities for Making Basic Math Easy, Garflund
(255) Math in Everyday Life, Newton

WINCH & ASSOCIATES/JALMAR PRESS
45 Hitching Post Dr., Bldg 25
Rolling Hills Estates, CA 90274-4297

Refer to JALMAR PRESS/WINCH & ASSOCIATES

WORTH PROJECT
La Mesa-Spring Valley School District
4750 Date Ave.
La Mesa, CA 92041

(256) Miscellaneous Topics

VIII. CURRICULUM ADDENDUM

EDMARK
P.O. Box 3903
Bellevue, WA 98009-3903

(257) Signs for Sexuality
(258) Human Sexuality: A Portfolio for the Developmentally Disabled
(259) Understanding Puberty
(260) Human Development - Reproduction

JAMES STANFIELD AND COMPANY
P.O. Box 1983
Santa Monica, CA 90406

(261) EASE - Essential Adult Sex Education
(262) Sexuality and the Mentally Handicapped
(263) Sexuality Education for the Lower Functioning Mentally Handicapped

SUNBURST
39 Washington Ave.
Pleasantvile, NY 10570-2898
(914) 968-5030/(800) 431-1934

(264) What Teens Should Know About Alcohol
(265) Physiology of Smoking and Drinking
(266) Sexual Values: A Matter of Responsibility
(267) Values for Dating
(268) Cocaine: The Emerging Facts
(269) Marijuana and Your Mind
(270) Drugs: Values and Decisions
(271) Alcohol and Teenagers: Why? Why Not?
(272) Smokeless Tobacco: The Whole Truth

IX. Additional Resources

For educators developing or beginning to develop computerized IEPs, the framework is also available on computerized disc. Further information about this resource is available from the Santa Clara County Office of Education, C/VEG Publications, MC 236, 100 Skyport Drive, San Jose, CA 95115, (408) 947-6756.

X. Summary

We hope this framework with its objectives, curriculum resources and bibliography will provide you with the ideas, objectives and resources to serve your special education population and ensure that your IEP's include career, vocational, and transition goals and objectives.

XI. APPENDICES

The Career Special Education (CSE) Framework is cross referenced to the following curricula:

A. Career Guidance Outcomes
B. Santa Clara County K-12 Career Education Framework
C. Employability Skills for the Special Needs Learner
D. Slice of Life - Handbook of IEA Goals
E. Life Centered Center Education
F. Taxonomy of Behavioral Objectives for Habilitation of Mentally Handicapped (MH) Persons
G. Severely Handicapped Domains
H. Competency Objective Performance Evaluation (C.O.P.E.)

CSE Framework	Career Guidance Outcomes
1.0 Language/Communication 1.1 Receptive language 1.1.1 Comprehends Vocabulary 1.1.2 Follows Verbal Directions 1.2 Expressive language 1.2.1 Uses Vocabulary 1.2.2 Expresses Needs 1.2.3 Communicates by Phone	
2.0 Applied/Functional Academics 2.1 Written Language 2.1.1 Uses Written Form 2.1.2 Records Information 2.1.3 Completes Forms 2.1.4 Writes Letters 2.2 Reading 2.2.1 Survival Reading 2.2.2 Pictures, Signs, Map Reading 2.2.3 Reads Letters 2.2.4 Reads Forms 2.2.5 Resource and Reference Materials 2.3 Math 2.3.1 Basic Math Operations 2.3.2 Use of Money 2.3.3 Consumer Math 2.3.4 Basic Money Management 2.3.5 Measurement 2.3.6 Maps, Graphs, and Tables 2.3.7 Time and Wage Computation	
3.0 Motor/Recreation 3.1 Motor Skills 3.1.1 Body Awareness 3.1.2 Coordination 3.1.3 Range of Motion 3.1.4 Posture 3.1.5 Strength and Endurance 3.1.6 Speed and Agility 3.2 Recreation 3.2.1 Leisure Awareness 3.2.2 Leisure Participation	
4.0 Social/Emotional 4.1 Relationship to Self 4.1.1 Self-Concept 4.1.2 Self-Control 4.1.3 Self-Motivation 4.2 Relationship to Others 4.2.1 Social Awareness 4.2.2 Cooperation 4.2.3 Interaction with Others	

CSE Framework	Career Guidance Outcomes
5.0 Independent Living/Domestic 5.1 Functional Skills 5.1.1 Eating 5.1.2 Toileting 5.1.3 Dressing and Undressing 5.1.4 Grooming 5.2 Independent Living Skills 5.2.1 Telephone Use 5.2.2 Home Maintenance 5.2.3 Selection and Care of Clothing 5.2.4 Meal Preparation 5.2.5 Consumer Skills 5.2.6 Home Management 5.2.7 Financial Assistance/Social Security 5.2.8 Insurance and Taxes 5.2.9 Government 5.2.10 Home Safety 5.2.11 Travel 5.2.12 Organizational Skills	
6.0 Career Development 6.1 Career Awareness 6.1.1 Self Awareness 6.1.2 Educational Awareness 6.1.3 Career/Vocational Awareness 6.2 Career Exploration 6.2.1 Personal Exploration 6.2.2 Occupational Exploration 6.2.3 Career Planning and Decision Making 6.3. Career Preparation 6.3.1 Work Habits/Attitudes 6.3.2 Employment Skills 6.3.3 Training 6.3.4 Work Experience 6.3.5 Education/Secondary/Post Secondary 6.3.6 Job Acquisition and Retention 6.3.7 Guidance and Counseling 6.3.8 Community Resources	Self-Assessment Occupational Information Decision Making Skill Transfer
7.0 Health 7.1 Personal Health 7.1.1 Dental Health 7.1.2 Wellness 7.1.3 Community Health Services 7.1.4 Nutrition 7.2 Family Life Education 7.2.1 Family/Social Living 7.2.2 Sexual Understanding 7.2.3 Menstruation 7.2.4 Sex Functions 7.3. Safety 7.3.1 Personal Safety 7.3.2 Emergency Procedures 7.4. Drug and Alcohol Education 7.4.1 Alcohol 7.4.2 Smoking 7.4.3 Medication/Street Drugs	

CSE Framework	County, K-12 Career Ed. Framework
1.0 Language/Communication 1.1 Receptive language 1.1.1 Comprehends Vocabulary 1.1.2 Follows Verbal Directions 1.2 Expressive language 1.2.1 Uses Vocabulary 1.2.2 Expresses Needs 1.2.3 Communicates by Phone	
2.0 Applied/Functional Academics 2.1 Written Language 2.1.1 Uses Written Form 2.1.2 Records Information 2.1.3 Completes Forms 2.1.4 Writes Letters 2.2 Reading 2.2.1 Survival Reading 2.2.2 Pictures, Signs, Map Reading 2.2.3 Reads Letters 2.2.4 Reads Forms 2.2.5 Resource and Reference Materials 2.3 Math 2.3.1 Basic Math Operations 2.3.2 Use of Money 2.3.3 Consumer Math 2.3.4 Basic Money Management 2.3.5 Measurement 2.3.6 Maps, Graphs, and Tables 2.3.7 Time and Wage Computation	
3.0 Motor/Recreation 3.1 Motor Skills 3.1.1 Body Awareness 3.1.2 Coordination 3.1.3 Range of Motion 3.1.4 Posture 3.1.5 Strength and Endurance 3.1.6 Speed and Agility 3.2 Recreation 3.2.1 Leisure Awareness 3.2.2 Leisure Participation **4.0 Social/Emotional** 4.1 Relationship to Self 4.1.1 Self-Concept 4.1.2 Self-Control 4.1.3 Self-Motivation 4.2 Relationship to Others 4.2.1 Social Awareness 4.2.2 Cooperation 4.2.3 Interaction with Others	

CSE Framework	Career Ed. Framework
5.0 Independent Living/Domestic 5.1 Functional Skills 5.1.1 Eating 5.1.2 Toileting 5.1.3 Dressing and Undressing 5.1.4 Grooming 5.2 Independent Living Skills 5.2.1 Telephone Use 5.2.2 Home Maintenance 5.2.3 Selection and Care of Clothing 5.2.4 Meal Preparation 5.2.5 Consumer Skills 5.2.6 Home Management 5.2.7 Financial Assistance/Social Security 5.2.8 Insurance and Taxes 5.2.9 Government 5.2.10 Home Safety 5.2.11 Travel 5.2.12 Organizational Skills	
6.0 Career Development 6.1 Career Awareness 6.1.1 Self Awareness 6.1.2 Educational Awareness 6.1.3 Career/Vocational Awareness 6.2 Career Exploration 6.2.1 Personal Exploration 6.2.2 Occupational Exploration 6.2.3 Career Planning and Decision Making 6.3. Career Preparation 6.3.1 Work Habits/Attitudes 6.3.2 Employment Skills 6.3.3 Training 6.3.4 Work Experience 6.3.5 Education/Secondary/Post Secondary 6.3.6 Job Acquisition and Retention 6.3.7 Guidance and Counseling 6.3.8 Community Resources	Self-Awareness Educational Awareness Career Awareness Economic Awareness Appreciation and Attitudes Decision Making Competency Awareness Employability Skills
7.0 Health 7.1 Personal Health 7.1.1 Dental Health 7.1.2 Wellness 7.1.3 Community Health Services 7.1.4 Nutrition 7.2 Family Life Education 7.2.1 Family/Social Living 7.2.2 Sexual Understanding 7.2.3 Menstruation 7.2.4 Sex Functions 7.3. Safety 7.3.1 Personal Safety 7.3.2 Emergency Procedures 7.4. Drug and Alcohol Education 7.4.1 Alcohol 7.4.2 Smoking 7.4.3 Medication/Street Drugs	

CSE Framework	Employability Skills
1.0 Language/Communication 1.1 Receptive language 1.1.1 Comprehends Vocabulary 1.1.2 Follows Verbal Directions 1.2 Expressive language 1.2.1 Uses Vocabulary 1.2.2 Expresses Needs 1.2.3 Communicates by Phone	Interpret Direction Oral CS 3 Following Direction CS 4 Interpret Written Directions GS 5
2.0 Applied/Functional Academics 2.1 Written Language 2.1.1 Uses Written Form 2.1.2 Records Information 2.1.3 Completes Forms 2.1.4 Writes Letters 2.2 Reading 2.2.1 Survival Reading 2.2.2 Pictures, Signs, Map Reading 2.2.3 Reads Letters 2.2.4 Reads Forms 2.2.5 Resource and Reference Materials 2.3 Math 2.3.1 Basic Math Operations 2.3.2 Use of Money 2.3.3 Consumer Math 2.3.4 Basic Money Management 2.3.5 Measurement 2.3.6 Maps, Graphs, and Tables 2.3.7 Time and Wage Computation	Personal Letter Writing CS 1 Business Letter Writing CS 2 Personal Papers SS 2 Job Forms JFMS 6 Banking Skills FMS 2, 3, 4 Expenses FMS 5 Credit Cards FMS
3.0 Motor/Recreation 3.1 Motor Skills 3.1.1 Body Awareness 3.1.2 Coordination 3.1.3 Range of Motion 3.1.4 Posture 3.1.5 Strength and Endurance 3.1.6 Speed and Agility 3.2 Recreation 3.2.1 Leisure Awareness 3.2.2 Leisure Participation	Uses Leisure Time SS 1
4.0 Social/Emotional 4.1 Relationship to Self 4.1.1 Self-Concept 4.1.2 Self-Control 4.1.3 Self-Motivation 4.2 Relationship to Others 4.2.1 Social Awareness 4.2.2 Cooperation 4.2.3 Interaction with Others	Decision Making VCS 10 Desireable Values VCS 8 & 9 Assertiveness VCS6 Rejection VCS 5 Criticism VCS 4 Responsibility VCS3 Self-Esteem VCS 2 Get Along W/Others SS 5 Accept Differences SS 6 Leadership SS 7 Respects Rights of Others SS 9 Accepts Authority SS 10

CSE Framework	Employability Skills
.0 Independent Living/Domestic 5.1 Functional Skills 5.1.1 Eating 5.1.2 Toileting 5.1.3 Dressing and Undressing 5.1.4 Grooming 5.2 Independent Living Skills 5.2.1 Telephone Use 5.2.2 Home Maintenance 5.2.3 Selection and Care of Clothing 5.2.4 Meal Preparation 5.2.5 Consumer Skills 5.2.6 Home Management 5.2.7 Financial Assistance/Social Security 5.2.8 Insurance and Taxes 5.2.9 Government 5.2.10 Home Safety 5.2.11 Travel 5.2.12 Organizational Skills	Grooming SS 3 Personal Organization SS 1 Renting/Leases FMS 8 Auto Responsibilities SS 4 Pay Bills FMS 1
0 Career Development 6.1 Career Awareness 6.1.1 Self Awareness 6.1.2 Educational Awareness 6.1.3 Career/Vocational Awareness 6.2 Career Exploration 6.2.1 Personal Exploration 6.2.2 Occupational Exploration 6.2.3 Career Planning and Decision Making 6.3. Career Preparation 6.3.1 Work Habits/Attitudes 6.3.2 Employment Skills 6.3.3 Training 6.3.4 Work Experience 6.3.5 Education/Secondary/Post Secondary 6.3.6 Job Acquisition and Retention 6.3.7 Guidance and Counseling 6.3.8 Community Resources	Used Cars FMS 7 Career Awareness JPRS 1 Self Assessment JPRS 2 Interview JPRS 8,9 Employer Relations JPRS 10 Retention JPRS 11 Resigning JPRS 12 Promotion JPRS 13 Raise JPRS 14 Application JPRS 6 Resume JPRS 7 Job Resources JPRS 3 Finding Out/Co. JPRS 4
0 Health 7.1 Personal Health 7.1.1 Dental Health 7.1.2 Wellness 7.1.3 Community Health Services 7.1.4 Nutrition 7.2 Family Life Education 7.2.1 Family/Social Living 7.2.2 Sexual Understanding 7.2.3 Menstruation 7.2.4 Sex Functions 7.3. Safety 7.3.1 Personal Safety 7.3.2 Emergency Procedures 7.4. Drug and Alcohol Education 7.4.1 Alcohol 7.4.2 Smoking 7.4.3 Medication/Street Drugs	

CSE Framework	Slice of Life - Handbook of I.E.P. Goals
1.0 Language/Communication 1.1 Receptive language 1.1.1 Comprehends Vocabulary 1.1.2 Follows Verbal Directions 1.2 Expressive language 1.2.1 Uses Vocabulary 1.2.2 Expresses Needs 1.2.3 Communicates by Phone	Directions #7
2.0 Applied/Functional Academics 2.1 Written Language 2.1.1 Uses Written Form 2.1.2 Records Information 2.1.3 Completes Forms 2.1.4 Writes Letters 2.2 Reading 2.2.1 Survival Reading 2.2.2 Pictures, Signs, Map Reading 2.2.3 Reads Letters 2.2.4 Reads Forms 2.2.5 Resource and Reference Materials 2.3 Math 2.3.1 Basic Math Operations 2.3.2 Use of Money 2.3.3 Consumer Math 2.3.4 Basic Money Management 2.3.5 Measurement 2.3.6 Maps, Graphs, and Tables 2.3.7 Time and Wage Computation	Write #2, 33,55,56,57 Telephone #9, 10, 15 Fill out forms #8,29,31, 32,48,60 Alphabet and Filing 336 Map reading #17,23,40,66 Reading Forms #1 Dictionary #5 Newspaper #26 Monetary #13 Money Manage #24,41,54,64 Measurement #18,21,39,69 Time card and Time in space #6,12,27,44,65
3.0 Motor/Recreation 3.1 Motor Skills 3.1.1 Body Awareness 3.1.2 Coordination 3.1.3 Range of Motion 3.1.4 Posture 3.1.5 Strength and Endurance 3.1.6 Speed and Agility 3.2 Recreation 3.2.1 Leisure Awareness 3.2.2 Leisure Participation	
4.0 Social/Emotional 4.1 Relationship to Self 4.1.1 Self-Concept 4.1.2 Self-Control 4.1.3 Self-Motivation 4.2 Relationship to Others 4.2.1 Social Awareness 4.2.2 Cooperation 4.2.3 Interaction with Others	Personal/Social 328

CSE Framework	Slice of Life - Handbook of I.E.P. Goals
5.0 Independent Living/Domestic 5.1 Functional Skills 5.1.1 Eating 5.1.2 Toileting 5.1.3 Dressing and Undressing 5.1.4 Grooming 5.2 Independent Living Skills 5.2.1 Telephone Use 5.2.2 Home Maintenance 5.2.3 Selection and Care of Clothing 5.2.4 Meal Preparation 5.2.5 Consumer Skills 5.2.6 Home Management 5.2.7 Financial Assistance/ Social Security 5.2.8 Insurance and Taxes 5.2.9 Government 5.2.10 Home Safety 5.2.11 Travel 5.2.12 Organizational Skills	Personal Needs #3, 30 Clothing #46, 63 Public Transportation #37 Health Records #16,22,42,67 Safety #25 Insurance & Taxes #34,35, 45,68
6.0 Career Development 6.1 Career Awareness 6.1.1 Self Awareness 6.1.2 Educational Awareness 6.1.3 Career/Vocational Awareness 6.2 Career Exploration 6.2.1 Personal Exploration 6.2.2 Occupational Exploration 6.2.3 Career Planning and Decision Making 6.3. Career Preparation 6.3.1 Work Habits/Attitudes 6.3.2 Employment Skills 6.3.3 Training 6.3.4 Work Experience 6.3.5 Education/Secondary/ Post Secondary 6.3.6 Job Acquisition and Retention 6.3.7 Guidance and Counseling 6.3.8 Community Resources	Awareness #43,62,75 Awareness #4,74 Preferences #61 Explore Occupations #14,20 Personal Ideas about Jobs #52,58 Employer Expectations #51 Sales Clerk Skills #49 Job Interview #51 Employment Agencies #70,71
7.0 Health 7.1 Personal Health 7.1.1 Dental Health 7.1.2 Wellness 7.1.3 Community Health Services 7.1.4 Nutrition 7.2 Family Life Education 7.2.1 Family/Social Living 7.2.2 Sexual Understanding 7.2.3 Menstruation 7.2.4 Sex Functions 7.3. Safety 7.3.1 Personal Safety 7.3.2 Emergency Procedures 7.4. Drug and Alcohol Education 7.4.1 Alcohol 7.4.2 Smoking 7.4.3 Medication/Street Drugs	

CSE Framework	Life Centered Career Education
1.0 Language/Communication 1.1 Receptive language 1.1.1 Comprehends Vocabulary 1.1.2 Follows Verbal Directions 1.2 Expressive language 1.2.1 Uses Vocabulary 1.2.2 Expresses Needs 1.2.3 Communicates by Phone	Communications #16
2.0 Applied/Functional Academics 2.1 Written Language 2.1.1 Uses Written Form 2.1.2 Records Information 2.1.3 Completes Forms 2.1.4 Writes Letters 2.2 Reading 2.2.1 Survival Reading 2.2.2 Pictures, Signs, Map Reading 2.2.3 Reads Letters 2.2.4 Reads Forms 2.2.5 Resource and Reference Materials 2.3 Math 2.3.1 Basic Math Operations 2.3.2 Use of Money 2.3.3 Consumer Math 2.3.4 Basic Money Management 2.3.5 Measurement 2.3.6 Maps, Graphs, and Tables 2.3.7 Time and Wage Computation	Physical Manual Skills #20 Recreation/Leisure #8
3.0 Motor/Recreation 3.1 Motor Skills 3.1.1 Body Awareness 3.1.2 Coordination 3.1.3 Range of Motion 3.1.4 Posture 3.1.5 Strength and Endurance 3.1.6 Speed and Agility 3.2 Recreation 3.2.1 Leisure Awareness 3.2.2 Leisure Participation	
4.0 Social/Emotional 4.1 Relationship to Self 4.1.1 Self-Concept 4.1.2 Self-Control 4.1.3 Self-Motivation 4.2 Relationship to Others 4.2.1 Social Awareness 4.2.2 Cooperation 4.2.3 Interaction with Others	Self Confidence #1 Socially Responsible #12 Interpersonal #13 Independence #14 Problem Solving #15

CSE Framework	Life Centered Career Education
5.0 Independent Living/Domestic 5.1 Functional Skills 5.1.1 Eating 5.1.2 Toileting 5.1.3 Dressing and Undressing 5.1.4 Grooming 5.2 Independent Living Skills 5.2.1 Telephone Use 5.2.2 Home Maintenance 5.2.3 Selection and Care of Clothing 5.2.4 Meal Preparation 5.2.5 Consumer Skills 5.2.6 Home Management 5.2.7 Financial Assistance/ Social Security 5.2.8 Insurance and Taxes 5.2.9 Government 5.2.10 Home Safety 5.2.11 Travel 5.2.12 Organizational Skills	Personal Needs #3 Clothing #6 Home Maintenance #2 Food #5 Mobility #9 Family and Children #4 Civic Activities #7
6.0 Career Development 6.1 Career Awareness 6.1.1 Self Awareness 6.1.2 Educational Awareness 6.1.3 Career/Vocational Awareness 6.2 Career Exploration 6.2.1 Personal Exploration 6.2.2 Occupational Exploration 6.2.3 Career Planning and Decision Making 6.3. Career Preparation 6.3.1 Work Habits/Attitudes 6.3.2 Employment Skills 6.3.3 Training 6.3.4 Work Experience 6.3.5 Education/Secondary/ Post Secondary 6.3.6 Job Acquisition and Retention 6.3.7 Guidance and Counseling 6.3.8 Community Resources	Self Awareness #10 Money and Finances #1 Work Habits/Behaviors #19 Occupational Knowledge 17 Selecting and Planning Choices #18 Seek/Maintain Employ. #22 Occupational Skills #21
7.0 Health 7.1 Personal Health 7.1.1 Dental Health 7.1.2 Wellness 7.1.3 Community Health Services 7.1.4 Nutrition 7.2 Family Life Education 7.2.1 Family/Social Living 7.2.2 Sexual Understanding 7.2.3 Menstruation 7.2.4 Sex Functions 7.3. Safety 7.3.1 Personal Safety 7.3.2 Emergency Procedures 7.4. Drug and Alcohol Education 7.4.1 Alcohol 7.4.2 Smoking 7.4.3 Medication/Street Drugs	

APPENDIX F. Taxonomy of Behavioral Obje

CSE Framework	Taxonomy
1.0 Language/Communication 1.1 Receptive language 1.1.1 Comprehends Vocabulary 1.1.2 Follows Verbal Directions 1.2 Expressive language 1.2.1 Uses Vocabulary 1.2.2 Expresses Needs 1.2.3 Communicates by Phone	Verbal Communication #51
2.0 Applied/Functional Academics 2.1 Written Language 2.1.1 Uses Written Form 2.1.2 Records Information 2.1.3 Completes Forms 2.1.4 Writes Letters 2.2 Reading 2.2.1 Survival Reading 2.2.2 Pictures, Signs, Map Reading 2.2.3 Reads Letters 2.2.4 Reads Forms 2.2.5 Resource and Reference Materials 2.3 Math 2.3.1 Basic Math Operations 2.3.2 Use of Money 2.3.3 Consumer Math 2.3.4 Basic Money Management 2.3.5 Measurement 2.3.6 Maps, Graphs, and Tables 2.3.7 Time and Wage Computation	Pre-Academics #3 Writing #5 Telephone #6 Survival Signs #6 Math #8 Money #6 Time #8
3.0 Motor/Recreation 3.1 Motor Skills 3.1.1 Body Awareness 3.1.2 Coordination 3.1.3 Range of Motion 3.1.4 Posture 3.1.5 Strength and Endurance 3.1.6 Speed and Agility 3.2 Recreation 3.2.1 Leisure Awareness 3.2.2 Leisure Participation	Perceptual #3 Recreation/Leisure #7 Motor Skills #4
4.0 Social/Emotional 4.1 Relationship to Self 4.1.1 Self-Concept 4.1.2 Self-Control 4.1.3 Self-Motivation 4.2 Relationship to Others 4.2.1 Social Awareness 4.2.2 Cooperation 4.2.3 Interaction with Others	Social Interacting #5 Eating Dressing Hygiene #1 Clothing #1 Meal Preparation #2,4

CSE Framework	Taxonomy
5.0 Independent Living/Domestic 5.1 Functional Skills 5.1.1 Eating 5.1.2 Toileting 5.1.3 Dressing and Undressing 5.1.4 Grooming 5.2 Independent Living Skills 5.2.1 Telephone Use 5.2.2 Home Maintenance 5.2.3 Selection and Care of Clothing 5.2.4 Meal Preparation 5.2.5 Consumer Skills 5.2.6 Home Management 5.2.7 Financial Assistance/ Social Security 5.2.8 Insurance and Taxes 5.2.9 Government 5.2.10 Home Safety 5.2.11 Travel 5.2.12 Organizational Skills	House Keeping #2 Shopping #6 Mobility #6 Health #4 Nutrition #2,4 Community & Govern. #6 Safety #2
6.0 Career Development 6.1 Career Awareness 6.1.1 Self Awareness 6.1.2 Educational Awareness 6.1.3 Career/Vocational Awareness 6.2 Career Exploration 6.2.1 Personal Exploration 6.2.2 Occupational Exploration 6.2.3 Career Planning and Decision Making 6.3. Career Preparation 6.3.1 Work Habits/Attitudes 6.3.2 Employment Skills 6.3.3 Training 6.3.4 Work Experience 6.3.5 Education/Secondary/ Post Secondary 6.3.6 Job Acquisition and Retention 6.3.7 Guidance and Counseling 6.3.8 Community Resources	(71) Work Production Work Practices
7.0 Health 7.1 Personal Health 7.1.1 Dental Health 7.1.2 Wellness 7.1.3 Community Health Services 7.1.4 Nutrition 7.2 Family Life Education 7.2.1 Family/Social Living 7.2.2 Sexual Understanding 7.2.3 Menstruation 7.2.4 Sex Functions 7.3. Safety 7.3.1 Personal Safety 7.3.2 Emergency Procedures 7.4. Drug and Alcohol Education 7.4.1 Alcohol 7.4.2 Smoking 7.4.3 Medication/Street Drugs	87

CSE Framework	Severely Handicapped Domains*
1.0 Language/Communication	
1.1 Receptive language	
1.1.1 Comprehends Vocabulary	D, R, V, C
1.1.2 Follows Verbal Directions	"
	"
1.2 Expressive language	
1.2.1 Uses Vocabulary	D, R, V, C
1.2.2 Expresses Needs	"
1.2.3 Communicates by Phone	C, V, D
2.0 Applied/Functional Academics	
2.1 Written Language	V
2.1.1 Uses Written Form	V, D,
2.1.2 Records Information	V, C,
2.1.3 Completes Forms	
2.1.4 Writes Letters	
2.2 Reading	V, C, D,
2.2.1 Survival Reading	C, R, V,
2.2.2 Pictures, Signs, Map Reading	V, D,
2.2.3 Reads Letters	V, D, C,
2.2.4 Reads Forms	D, C,
2.2.5 Resource and Reference Materials	
2.3 Math	V, C,
2.3.1 Basic Math Operations	C,
2.3.2 Use of Money	C,
2.3.3 Consumer Math	C, D,
2.3.4 Basic Money Management	C, D, V
2.3.5 Measurement	C, V
2.3.6 Maps, Graphs, and Tables	C, D, V, R,
2.3.7 Time and Wage Computation	
3.0 Motor/Recreation	
3.1 Motor Skills	V, C,
3.1.1 Body Awareness	D, V, C, R,
3.1.2 Coordination	D, V, C, R,
3.1.3 Range of Motion	V, D, C,
3.1.4 Posture	V, D, R, C,
3.1.5 Strength and Endurance	D, V, C,
3.1.6 Speed and Agility	D, C, R,
3.2 Recreation	D, C, R,
3.2.1 Leisure Awareness	
3.2.2 Leisure Participation	
4.0 Social/Emotional	
4.1 Relationship to Self	D, V, C, R,
4.1.1 Self-Concept	D, V, C, R,
4.1.2 Self-Control	D, V, C, R,
4.1.3 Self-Motivation	D, V, C, R,
4.2 Relationship to Others	D, V, C, R,
4.2.1 Social Awareness	D, C, R, V
4.2.2 Cooperation	
4.2.3 Interaction with Others	

*D = Domestic C = Commun
V = Vocational
R = Recreation

CSE Framework	Severely Handicapped Domains*
5.0 Independent Living/Domestic	D, V, C,
5.1 Functional Skills	D, V, C
5.1.1 Eating	D,
5.1.2 Toileting	D,
5.1.3 Dressing and Undressing	D, V, C,
5.1.4 Grooming	D, V
5.2 Independent Living Skills	D, C,
5.2.1 Telephone Use	D, C, V,
5.2.2 Home Maintenance	D, C,
5.2.3 Selection and Care of Clothing	D,
5.2.4 Meal Preparation	V, D,
5.2.5 Consumer Skills	V, D,
5.2.6 Home Management	C, C, V, R,
5.2.7 Financial Assistance/ Social Security	D D, V,
5.2.8 Insurance and Taxes	
5.2.9 Government	
5.2.10 Home Safety	
5.2.11 Travel	
5.2.12 Organizational Skills	
6.0 Career Development	D, V,
6.1 Career Awareness	V,
6.1.1 Self Awareness	V, C,
6.1.2 Educational Awareness	V,
6.1.3 Career/Vocational Awareness	V, C,
6.2 Career Exploration	V,
6.2.1 Personal Exploration	V, D, C,
6.2.2 Occupational Exploration	V, D, C,
6.2.3 Career Planning and Decision Making	V,
6.3. Career Preparation	V, C,
6.3.1 Work Habits/Attitudes	V,
6.3.2 Employment Skills	V, C,
6.3.3 Training	V,
6.3.4 Work Experience	V, C,
6.3.5 Education/Secondary/ Post Secondary	V, C,
6.3.6 Job Acquisition and Retention	V, C,
6.3.7 Guidance and Counseling	V, C,
6.3.8 Community Resources	
7.0 Health	D, C,
7.1 Personal Health	D, C,
7.1.1 Dental Health	D, C,
7.1.2 Wellness	C, D,
7.1.3 Community Health Services	D, R,
7.1.4 Nutrition	D,
7.2 Family Life Education	D,
7.2.1 Family/Social Living	D, C,
7.2.2 Sexual Understanding	D, C, R, V,
7.2.3 Menstruation	D, V, C,
7.2.4 Sex Functions	D, C,
7.3. Safety	D, C, D, C,
7.3.1 Personal Safety	
7.3.2 Emergency Procedures	
7.4. Drug and Alcohol Education	
7.4.1 Alcohol	
7.4.2 Smoking	
7.4.3 Medication/Street Drugs	

CSE Framework	C.O.P.E
1.0 Language/Communication 1.1 Receptive language 1.1.1 Comprehends Vocabulary 1.1.2 Follows Verbal Directions 1.2 Expressive language 1.2.1 Uses Vocabulary 1.2.2 Expresses Needs 1.2.3 Communicates by Phone	LANGUAGE/COMMUNICATION Responding Following Directions
2.0 Applied/Functional Academics 2.1 Written Language 2.1.1 Uses Written Form 2.1.2 Records Information 2.1.3 Completes Forms 2.1.4 Writes Letters 2.2 Reading 2.2.1 Survival Reading 2.2.2 Pictures, Signs, Map Reading 2.2.3 Reads Letters 2.2.4 Reads Forms 2.2.5 Resource and Reference Materials 2.3 Math 2.3.1 Basic Math Operations 2.3.2 Use of Money 2.3.3 Consumer Math 2.3.4 Basic Money Management 2.3.5 Measurement 2.3.6 Maps, Graphs, and Tables 2.3.7 Time and Wage Computation	Language Arts Handwriting Spelling Sentences and Paragraphs Letters and Phone Communication Recording Information Forms Reading Vocabulary Maps Directions Letters Forms References Math Basic operations Money and Management Measuring Tables Time and Wage Fractions/Decimal
3.0 Motor/Recreation 3.1 Motor Skills 3.1.1 Body Awareness 3.1.2 Coordination 3.1.3 Range of Motion 3.1.4 Posture 3.1.5 Strength and Endurance 3.1.6 Speed and Agility 3.2 Recreation 3.2.1 Leisure Awareness 3.2.2 Leisure Participation	Perceptual Spatial Gross Motor Fine Motor Recreation Motor Development Spatial Gross Fine
4.0 Social/Emotional 4.1 Relationship to Self 4.1.1 Self-Concept 4.1.2 Self-Control 4.1.3 Self-Motivation 4.2 Relationship to Others 4.2.1 Social Awareness 4.2.2 Cooperation 4.2.3 Interaction with Others	Social/Emotional Self Concept Cooperation Compliance with rules

H. C.O.P.E.

CSE Framework	C.O.P.E.
5.0 Independent Living/Domestic 5.1 Functional Skills 5.1.1 Eating 5.1.2 Toileting 5.1.3 Dressing and Undressing 5.1.4 Grooming 5.2 Independent Living Skills 5.2.1 Telephone Use 5.2.2 Home Maintenance 5.2.3 Selection and Care of Clothing 5.2.4 Meal Preparation 5.2.5 Consumer Skills 5.2.6 Home Management 5.2.7 Financial Assistance/ Social Security 5.2.8 Insurance and Taxes 5.2.9 Government 5.2.10 Home Safety 5.2.11 Travel 5.2.12 Organizational Skills	SELF HELP Eating Dressing Grooming/Clothing Home Maintenance Meals Consumer Skills Orientation Mobility Health Nutrition Family Life Safety
6.0 Career Development 6.1 Career Awareness 6.1.1 Self Awareness 6.1.2 Educational Awareness 6.1.3 Career/Vocational Awareness 6.2 Career Exploration 6.2.1 Personal Exploration 6.2.2 Occupational Exploration 6.2.3 Career Planning and Decision Making 6.3. Career Preparation 6.3.1 Work Habits/Attitudes 6.3.2 Employment Skills 6.3.3 Training 6.3.4 Work Experience 6.3.5 Education/Secondary/ Post Secondary 6.3.6 Job Acquisition and Retention 6.3.7 Guidance and Counseling 6.3.8 Community Resources	Career/Vocational Awareness Personal Educational Vocational Consumer Economic Exploration Work habits/attitude Aptitudes Occupations Preparation planning an decision making employment skills training work experience Placement counseling and guidance community resources
7.0 Health 7.1 Personal Health 7.1.1 Dental Health 7.1.2 Wellness 7.1.3 Community Health Services 7.1.4 Nutrition 7.2 Family Life Education 7.2.1 Family/Social Living 7.2.2 Sexual Understanding 7.2.3 Menstruation 7.2.4 Sex Functions 7.3. Safety 7.3.1 Personal Safety 7.3.2 Emergency Procedures 7.4. Drug and Alcohol Education 7.4.1 Alcohol 7.4.2 Smoking 7.4.3 Medication/Street Drugs	Personal Health Dental Care Wellness Community Health Services Nutrition Food Preparation Consumer Health Family Life Education Family & Social Living Sexual Understanding Menstruation Sex Function Safety Self protection Emergency Procedures Drug & Alcohol Education Use of Alcohol Smoking Medication/"Street Drugs"